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ABSTRACT

This document provides information, based on the final Part B regulations implementing statutory changes made by the Individuals with Disabilities Education Act (IDEA) of 1997, which will assist speech-language pathologists in their role in developing Individualized Education Programs (IEPs) as IEP team members and in implementing those portions of the IEP for which they are responsible. Included are issues regarding programmatic and systemic changes that must take place in order for successful partnerships to be established among speech-language pathologists, teachers, parents, audiologists, and other related service providers. Following an introduction, Section 2 provides some background information on IDEA and educationally-relevant IEPs. Section 3 discusses guidelines for developing educationally-relevant IEPs and addresses the following issues: (1) collaboration and teamwork; (2) the role of the speech-language pathologist; (3) essential components of the IEP; and (4) selected aspects of the

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educational process relevant for speech-language pathologists. Section 4 emphasizes the importance of regular education teacher involvement, staff development, collaboration skills, time, and support for school personnel in integrating IEPs with the general curriculum. Appendices provide a comprehensive guide to the requirements for IEPs based on the federal legislation and regulations and sample IEPs. (Contains 14 references.) (CR)

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[1]Associations of Service Providers Implementing IDEA Reforms in Education Partnership
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Introduction

The reauthorization of the Individuals with Disabilities Education Act (IDEA) in 1997 and the publication of final Part B of IDEA regulations in 1999 have significantly enhanced educational opportunities for children with disabilities. A primary focus of IDEA '97 was to establish an educational process that promotes meaningful access to the general curriculum for each disabled student. Ensuring access to the general curriculum for children with speech-language needs may require a paradigm shift for speech-language pathologists and classroom teachers alike. Speech-language pathologists must be knowledgeable about the general curriculum, that is, the same curriculum as for nondisabled students, and may be part of the team that develops individualized education programs (IEPs) that support and reflect content area learning. Regular education teachers also play a critical role in developing and implementing educational programs for students with disabilities, particularly those with speech-language impairments. These new roles and responsibilities may extend beyond the training that is traditionally offered by professional preparation programs and may require new skills and new ways of thinking for both speech-language pathologists and regular education teachers.

The purpose of this document is to provide information, based on the final Part B regulations implementing statutory changes made by IDEA '97, published in the Federal Register on March 12, 1999, that will assist speech-language pathologists in their role in developing the IEP as IEP team members and in implementing those portions of the IEP for which they are responsible. Included are issues regarding programmatic and systemic changes that must take place in order for successful partnerships to be established among speech-language pathologists, teachers, parents, audiologists, and other related service providers. Sections cover background information on IDEA '97, guidelines for developing educationally relevant IEPs, and what it takes to make this work. A side-by-side analysis of current legislation and regulations is provided in Appendix A, and samples of materials that support the development of educationally relevant IEPs are available in Appendix B.

Background: IDEA '97 and Educationally Relevant IEPs

The IEP is the cornerstone of the landmark legislation that was enacted in 1975, P.L. 94–142. This law, the Education for All Handicapped Children Act of 1975, was enacted by Congress to guarantee a free, appropriate public education (FAPE) for children with disabilities. The IEP, which sets out the specific instruction and services to be provided to a student with a disability, is a written statement for each child with a disability developed, reviewed, and revised at a meeting in accordance with the regulations implementing Part B of IDEA.

There have been three major statutory reauthorizations since P.L. 94-142 was first enacted: P.L. 99-457, or the Education of the Handicapped Act Amendments of 1986; P.L. 101-476, or the Education of the Handicapped Act Amendments of 1990, which renamed the Education of the Handicapped Act the Individuals with Disabilities Education Act (IDEA); and P.L. 105-17, or the Individuals with Disabilities Education Act Amendments of 1997. P.L. 99-457 required states to establish statewide interagency multidisciplinary systems to establish programs of early intervention services for infants and toddlers with disabilities, from birth through age 2 inclusive, and their families. P.L. 99-457 also imposed financial sanctions on states that failed to ensure the availability of FAPE for children with disabilities age three through five. P.L. 105-476 renamed the law "IDEA" and added new IEP requirements for needed transition services for students with disabilities, beginning at age 16 or younger, if determined appropriate. Transition services included services and activities designed to facilitate a student's movement from school to postschool activities, including employment, postsecondary education, and independent living, based on the student's preferences and interests, and to create interagency linkages to ensure payment for and provision of these services. In addition, P.L. 105-476 amended the definition of the term "children with disabilities" by adding children with "autism" and "traumatic brain injury" to the categories of children with disabilities.

The most recent reauthorization of IDEA, P.L. 105-17, known as the IDEA Amendments of 1997 (IDEA '97), preserves the guarantee of a free, appropriate public education to students with disabilities. Its major provisions include specific procedures for states and school districts in disciplinary situations, a requirement that states that have state funding mechanisms distribute state funds based on the setting in which a child is being educated to ensure that placements are being made in compliance with the Act's least restrictive environment (LRE) requirements, a number of new requirements for IEP team membership and IEP content, and new provisions for parent participation, including a requirement for parental input into the evaluation, and parents as members of the team that makes the eligibility determination and the placement decision. Perhaps the greatest impact on speech-language pathologists is in the area of the new IEP requirements. This revised law aims to link IEPs more directly to regular education standards. It also requires that students with disabilities participate in state- or district-wide assessments with appropriate accommodations or individual modifications where necessary, unless the IEP determines that the child cannot participate in an assessment or part of an assessment, and that an alternate assessment must be used. These changes in focus provide tremendous opportunities for

speech-language pathologists to collaborate with regular and special educators as well as other related service providers to explain the language-learning connection and to assist in developing strategies that account for the linguistic underpinnings inherent in the general curriculum.

Overall, the impact these laws have had on speech and language services in the schools has been positive. Congress has identified these services for consideration for eligible students and has required that they be provided by personnel who meet appropriate state qualification standards. They have encouraged, both directly and indirectly, that speech and language services be integrated with the rest of a student's educational program. Three distinct results have been achieved:

- greater attention to the requirement for a range of services for students with communication disorders,
- the use of teaming and the consultative services delivery model, and
- the focus on generating outcome data in schools.

The changes in the IEP that were enacted by IDEA '97 include requiring at least one regular education teacher of the child as a member of the IEP team if the child is, or may be, participating in the regular educational environment, and requiring that the IEP specifically address the student's appropriate involvement and progress in the general curriculum offered to nondisabled students. These changes should result in more integrated speech and language service delivery models that include curriculum-based assessment and intervention. When the pull-out model is deemed appropriate by the IEP team, it should be an integrated, content-based approach focused on the classroom in terms of curriculum, teaching and learning processes, and concepts. Student progress must be measured at regular intervals, and curriculum-based assessments may be used for this purpose. Therefore, there is reason to believe that the language-learning connection may finally be operationalized on a broad scale. All children will have access to the curriculum because the school-based speech-language pathologist should be a working partner with classroom teachers to provide a range of service delivery to students receiving speech-language services.

Guidelines For Developing Educationally Relevant IEPs

The requirement for an IEP is almost 25 years old. It is the centerpiece of the special education process because it represents the most important product produced by a team of regular and special educators, related service providers, and the child's parents. Although its components may sometimes be interpreted differently across the United States, it remains today as the most important written document that describes the FAPE that must be provided to each child with a disability under Part B of IDEA. Because speech-language pathology and audiology are professions influenced by medicine and psychology, many IEPs calling for speech, language, and hearing services have been written in deficit-driven statements. That is, they have called for specialized instruction or therapy designed to remediate the child's deficits or weaknesses. As a result, too often the traditional approach to designing IEPs has overlooked outcomes relative to classroom performance. The focus on the communication deficit without a contextual or situational framework has led some to believe that if the deficit is reduced, then the disability that is contextual or situational will also be reduced. Standard assessment protocols have not necessarily reflected the changes sought in the educational setting, but rather have tended to measure only the change in the specified deficit area. The 1997 reauthorization of IDEA calls for a more educationally relevant IEP—an IEP that is more responsive to context (i.e., the child's classroom performance). Indeed, the major focus of an IEP now is the child's appropriate access to the general curriculum. This is especially true for school-age students, and preschool IEPs must draw on similar concepts and focus on participation in developmentally appropriate activities.

Because the internal fabric of the IEP has changed, the activities that lead to its design and implementation will also undergo change. The shift to more contextually relevant intervention has brought about a dramatic realignment in the way speech-language pathologists will need to assess performance and design instruction that links with the student's curriculum. Fundamental to this shift are issues regarding *collaboration and teamwork, clarification of the role of the speech-language pathologist,* and *an understanding of the IEP relative to speech-language services.*

Collaboration and Teamwork

An underlying assumption in the design and implementation of the IEP is the notion of teamwork. From assessment to intervention planning to implementation and follow-up, a team of educators and family is expected to work together on behalf of the child. Members of the educational team must collaboratively consult with one another as well as with parents and other teachers, and perhaps with others who have knowledge or special expertise regarding the child. Why are these features so important and why should they be actually written into an IEP?

Educators consult with each other to ensure that multiple resources are used to define and solve problems. Consultation is used in identifying, describing, and solving problems. Collaboration is the spirit within which active problem solving occurs. As a matter of good practice, every IEP should include a description of procedures that will document that

teamwork and collaboration occur, so that the activities of all team members are clearly spelled out. A good team knows who will be doing what and where, so that there is an ever-present expectation for everyone involved to consult collaboratively with each other for the good of the child. Collaborative consultation helps team members gain leverage in addressing a broad range of child needs. It enables educators to capitalize on the skills and talents of each other and, in the end, to ensure that a blanket of support covers the child. In the past, IEPs were often designed by a team but there was no collaboration other than planning and possibly annual review. If consultation, collaboration, and teamwork are essential to effective implementation, then these features would need to be written into the IEP design.

The Role of the Speech-Language Pathologist

IDEA's focus on *access to the general curriculum for all students* should result in a change in the traditional role of the school-based speech-language pathologist. The clinical model of exclusive pull-out therapy focusing on discrete speech or language skills should now be replaced by a comprehensive intervention program that supports students' involvement in academic, nonacademic, and extracurricular programs. Recent trends toward collaborative consultation, authentic assessment, and curriculum-based services are now being required of all speech-language pathologists in order to ensure effective implementation of the new evaluation and IEP provisions in IDEA. The team approach inherent in the implementation of this type of intervention should result in specific responsibilities being shared by various professionals. As speech-language pathologists provide educationally relevant services, they need to clearly define their role within the educational process. The following questions can serve as a guideline for this differentiation of role:

- Am I making maximum use of my discipline-specific knowledge and skills as related to this school setting?
- Am I promoting school success within the context of intervention?
- Am I providing in-service training to regular and special educators on the language-learning connection?
- Is my role defined on the basis of what a speech-language pathologist should be doing, rather than on what others are not willing or able to do?
- Am I providing speech-language services in the least restrictive environment appropriate for each child?

Experts have noted that special education should not be a separate system, but rather the utilization of effective instructional practices for all learners. Because school-based speech-language pathologists should understand the critical impact that language and communication have on academic performance, they should be in the ideal position to expand their role as a member of the educational team for *all* learners. A comprehensive intervention program should not only meet the requirements of IDEA '97, but should also improve educational results for all students.

Understanding the IEP

The IEP for each child with a disability must contain several components. Appendix A provides a comprehensive guide to the requirements for IEPs based on the federal legislation and regulations. Listed here are brief explanations of some of the essential components of the IEP for the speech-language pathologist to examine. These are followed by more detailed discussion clarifying and elaborating on selected aspects of the educational planning process that are particularly relevant to speech-language pathologists.

Essential components of the IEP (34 CFR Sections 300.346 and 300.347):

- ***Present levels of educational performance.*** The IEP must describe how the child's disability affects his or her involvement and progress in the general curriculum. For preschool children, this specific statement must describe how the disability affects the child's participation in appropriate activities. This section may contain an account of the child's weaknesses, strengths, and interests, as well as how the child performs in response to changes in instruction or other supports, adaptations, or instructional accommodations.
- ***Measurable annual goals.*** Annual goals must include either benchmarks or short-term objectives that permit the child's progress within the general curriculum or developmentally appropriate activities (for preschool children) to be assessed. The benchmarks or short-term objectives may delineate the major milestones or steps that are considered to be appropriate for the child in meeting the identified educational needs that result from the disability. Delineating benchmarks will enable parents, students, and educators to monitor progress during the year, and, if appropriate, to revise the IEP consistent with the student's instructional needs. This is a critical change made by IDEA '97.
- ***Special education and related services, supplementary aids, program modifications, or supports.*** This section must state the special education and related services and supplementary aids and services to be provided to the child or on behalf of the child. It must also state any program modifications or supports for school personnel that will be provided for the child to (a) advance appropriately toward the attainment of annual goals, (b) be involved and progress in the general curriculum and participate in extracurricular and other nonacademic activities, and (c) be educated and participate with other children with and without disabilities in regular classes and in those activities.
- ***Participation with nondisabled children.*** This section must explain the extent, if any, to which the child *will not participate* with nondisabled children in the regular class and in extracurricular and nonacademic activities.
- ***Individual modifications to the administration of state- or district-wide assessments.*** Because states are required to ensure that children with disabilities participate in general state- and district-wide assessment programs, with appropriate accommodations or individual modifications where necessary, this section must state the modifications that are needed for the child to participate in those assessments. If an IEP team determines that a child will not participate in state- or district-wide assessment, or part of such an assessment, the IEP must contain a statement as to why the assessment is not appropriate for the child and how the child will be assessed. The use of alternate assessments, based on state guidelines for their use, would be addressed by the student's IEP team. Whether the IEP team would make the ultimate determination regarding use of alternate

assessments is up to the child's IEP team. Furthermore, this determination must be made based on individual needs, and not on the category or significance of the disability.

- ***Timelines.*** This section must state the projected date for the beginning of the prescribed services and modifications and indicate the anticipated frequency, location, and duration of services and modifications.
- ***Measurement process.*** To ensure an effective instructional process, this section must include statements describing how the child's progress toward the annual goals will be measured and how the child's parents will be regularly kept informed of progress. Reports of progress must be at least as frequent as those for children without disabilities. Guidelines or requirements regarding the manner in which regular progress toward achieving annual goals will be provided are left to the individual states or localities. Detailed written narratives are not federally required; however, grades do not always describe progress sufficiently to meet state or local standards.
- ***Consideration of special factors.*** When developing the IEP, several factors must now be considered: (a) in the case of a child whose behavior impedes his or her learning or that of others, appropriate strategies, including positive behavioral interventions, strategies, and supports to address the behavior; (b) the language needs of children with limited English proficiency; (c) the use of Braille for instruction for children who are blind or visually impaired, unless the IEP determines after appropriate evaluations of the child's reading and writing skills, needs, and appropriate reading and writing media, that instruction in Braille or the use of Braille is not appropriate for the child; (d) communication needs of the child; (e) in the case of a child who is deaf or hard of hearing, opportunities for communication with peers and professional personnel in the child's language and communication mode, including opportunities for direct instruction in the child's language and communication mode; and (f) whether the child needs assistive technology devices and services. If, in considering the special factors described above, the IEP team determines that a child needs a particular device or service (including an intervention, accommodation, or other program modification) in order for the child to receive FAPE, the IEP team must include a statement to that effect in the child's IEP.
- ***Transition services.*** Beginning at age 14, or younger if determined appropriate by the IEP team, and updated annually, students with disabilities must have as part of their IEPs a statement of transition service needs focusing on courses of study (e.g., participation in advanced placement courses or vocational education programs). Beginning at age 16, or younger if determined appropriate by the IEP team, the students' IEPs must include transition service statements that include, if appropriate, interagency responsibilities or any needed linkages.

Selected aspects of the educational process relevant for speech-language pathologists

Although the speech-language pathologist should be familiar with all aspects of the IEP process as presented in Appendix A, several components hold special relevance for the provision of speech-language services, particularly in light of the increased emphasis on linking to the general curriculum. Listed below are these components.

Indicating present levels of performance.

This section of the IEP describes the child's current levels of educational performance. To that end, it must indicate how the child's disability affects his or her involvement and progress in the general curriculum. Because educational performance is critical, the narrative should describe the kinds of activities, products, behaviors, or other expectations that are directly affected by the child's disability. It should state specifically how the child's involvement and progress in the general curriculum has been reduced or diminished in some capacity. A narrative may also describe what strengths or interests serve the child well and how the child responds to instructional adaptations or supports.

The curriculum-based and disability-specific needs focus of the present levels of performance component should require speech-language pathologists to seriously examine the kinds of assessment procedures they use. The new IEP takes a more functional view of performance, so assessment procedures that actually lead to a more complete description of performance in context will be needed. For example, it will no longer be appropriate to provide, as some IEPs have done in the past, test scores as sole examples of performance levels. Similarly, traditional explanations of receptive or expressive language or a listing of deficits in the areas of content, form, and use may not be sufficient alone, unless these observations are directly translated into educational performance.

The most important feature of the statement of present levels of performance is its emphasis on functionality and educational relevance. Without a complete understanding of the child's educational strengths and weaknesses, including an understanding of the unique educational needs that result from the student's disability, a team is unable to prioritize the most important problems in performance to address. It is therefore critical that speech-language pathologists become familiar with more far-reaching functional assessments that will permit a complete description of performance.

Meeting other educational needs.

Regardless of the nature or severity of a child's disability, the IEP must address how the child will be involved in and progress in the general curriculum. However, some children have educational needs resulting from their disability that are not directly related to what is typically thought of as general curriculum. The IEP team must determine, on an individual basis, (a) how the child will be involved in and progress in the general curriculum, (b) what needs resulting from the disability must be met to facilitate such participation, (c) whether there are other needs resulting from the disability that must also be met, and (d) what special education and related services and supports must be included in the IEP to address these needs. For example, a child with a diagnosis of dysphagia may require intervention for feeding and swallowing in order to participate in a public school setting where lunch is a typical activity. In that case, appropriate goals and objectives, although not directly educational, should appear on the IEP as a related service to address that need.

Short-term objectives and benchmarks.

Once measurable annual goals have been established for a child, the IEP team must develop either measurable, intermediate steps (short-term objectives) or major milestones (benchmarks) that serve to indicate the child's progress during the year toward achievement

of each annual goal. Short-term objectives, which have traditionally been developed, break down the skills described in the annual goal into discrete components. As an alternative, benchmarks indicate the amount of progress that the child is expected to make within specified segments of the year. These are statements of points along the path toward learning a new skill or set of skills. (See Appendix B for sample objectives, benchmarks, and goals.)

Supports and services to others.
Supplementary aids and services to be provided to the child or on behalf of the child include those provided to the child's teachers or other school personnel necessary for the child to advance toward attaining the annual goals, to be involved and progress in the general curriculum, to participate in extracurricular and other nonacademic activities, and to be educated with other children with and without disabilities in those activities. Supports for school personnel could include special training for a child's teacher that would assist the teacher to meet a unique and specific need of the child. An example of the type of supports for school personnel provided on an IEP is that related to augmentative communication and other assistive technologies. Initially, and with any changes in teaching and/or paraprofessional staff, training may be needed for the staff to learn how to facilitate the use of such devices appropriately.

Least restrictive environment.
The least restrictive environment principle set out in prior law has been strengthened in IDEA '97 by requiring an explanation in the child's IEP of the extent, if any, to which the child will not be educated with nondisabled peers in the regular class and in extracurricular and other nonacademic activities. If a child needs speech-language pathology services in a separate setting two or three times a week, but otherwise will be educated in the regular class, a statement to that effect must be included on the IEP, and the reasons for that must be explained in the IEP as well. The basic principle is that children with disabilities will only be removed from the regular education environment if they cannot be appropriately served there, even when appropriate supplementary aids and services have been provided in that setting.

Test accommodations.
Test accommodations present a challenge for educators and service providers. How can a listening portion of a test be modified so that a child with hearing loss or deafness can participate? Is this appropriate? What would serve as an appropriate alternative assessment? Can it be presented in another communication style? How can a speaking portion of a test be adjusted so that a child with disfluencies or articulation disorders can participate? What accommodations maintain the integrity of the test while still allowing students with reading disabilities to participate in a reading test, or those with expressive language disorders to take a written language test?

In addition to answering questions such as those listed above, teachers and related service providers must include instructional modifications under test modifications as needed (e.g., use of amplification, use of a microphone, clear access to the teacher's face, preview of language within the directions, and the use of visuals).

Functional behavioral assessment.
When behavior interferes with instruction, one of the underlying causes may be a communication problem. The student may be presenting problematic behaviors that hide or mask difficulties with language comprehension or expression. When this is a possibility, the speech-language pathologist should be part of the team that plans the functional behavioral assessment and, if appropriate, should conduct an assessment of communication skills. For this type of assessment, the recommended areas to be examined include but are not limited to *curriculum, instruction,* and *student performance.* Curricular variables include level of material, instructional pace, task-relevant material, mode of presentation, mode of student responses, scope and sequence of tasks, and criteria for student success. Instructional variables include direct instruction time, allocation of engaged time, degree of task completion, guided and independent practice, opportunities to respond meaningfully, feedback amount and type, and cues and prompts used. Student performance variables include determining the answers to questions such as: How does the student organize knowledge? What organizational strategies does the student employ? Is he or she easily distracted by environmental or situational events? Can the student tell the teacher when he or she is distracted? How does the student solve problems in the classroom? Is the student able to verbalize when he or she is having difficulty understanding, is distracted, or is unable to hear the instructions?

Services for children with disabilities in private school.
Questions often arise regarding the provision of speech-language services to children in private schools. These settings may include church-operated parochial schools, state-approved private schools for special education, and state-approved private schools for regular education. If a child is placed in a private school by the local education agency for the purpose of providing that child with special education and related services, then the child must receive required services in accordance with an IEP, at no cost to the parents, and must be provided an education that meets the standards that apply to education provided by the state and local education agencies (SEAs and LEAs). Further, the student has all of the rights he/she would have if served directly by a public agency. However, if the parents decide to place the student in a private school when an appropriate education is made available to the child within the public agency or at a public agency placement at a private school, then the child does not have an individual right to services under Part B. Nonetheless, public agencies must consider the needs of parentally placed private school children with disabilities as a group, and based on their numbers and needs and the available funds, must consult with appropriate representatives of children enrolled in private schools in determining matters such as which children will receive services, the amount and type of services to be provided, and the location of the services. In addition, any student designated to receive services must have a "services plan" with respect to the services offered, rather than an IEP. The services plan must meet the IEP content requirements, to the extent appropriate, and the services plan must be developed in accordance with the requirements that govern IEP development. Since parentally placed private school children with disabilities do not have an individual entitlement to services under Part B of IDEA, these students and their parents may not initiate a due process hearing, except on matters relating to child find, including individual evaluations. See May 4, 2000 Q's and A's on Obligations of Public Agencies in Serving Parentally Placed Private School Children with Disabilities, questions 28-33.

For children publicly placed at private school for the purpose of receiving special education and related services, personnel in the private school providing services to those children must meet the standards that apply to education provided by the SEA and LEAs. For children parentally placed at the private school, the personnel providing services to those children with disabilities designated to receive services must meet the same standards as personnel providing services in the public schools. For parentally placed private school children with disabilities, the location of the services is a determination made by the public agency in consultation with appropriate representatives of children enrolled in private schools. However, any parentally placed private school child designated to receive services must be provided with necessary transportation. If transportation is required, it can be considered part of the funding formula.

What Does It Take To Make This Work?

Developing new integrated IEPs that work is both a challenge and an opportunity. It will require increased understanding of the IEP process by the regular education teacher and access to the IEP meetings for the regular education teacher, staff development, improved collaboration skills for all professionals working with the child, sufficient time, and support from the administrators.

Regular Education Teacher Involvement

Integrating IEPs with the general curriculum begins with the involvement of regular education teachers in the IEP process. IDEA '97 requires at least one regular education teacher of the child to be a member of the IEP team if the child is, or may be, participating in the regular educational environment. This means that in almost all circumstances, at least one regular education teacher of the child will be a member of the IEP team (34 CFR §300.344(a)(2)). This individual will participate, to the extent appropriate, in the development, review, and revision of a child's IEP, including assisting in the determination of appropriate positive behavioral interventions and strategies for the child, and supplementary aids and services, program modifications or supports for school personnel that will be provided for the child (34 CFR §300.346(d)). Classroom teachers can contribute to the team discussions by outlining their expectations for students within their classrooms and content areas. Special education teachers and related service providers, in turn, can explain the challenges that will be experienced by students with disabilities as they attempt to meet those expectations. As a team, all members can decide which services, supports, accommodations, adaptations, and modifications will be necessary to assist those students in progressing toward meeting their IEP goals and to be involved in all progress in the general curriculum.

If they haven't before, school districts must make the necessary arrangements to permit regular education teachers to attend IEP meetings. This may involve: (a) scheduling IEP meetings at times when regular education teachers are available; (b) working with local bargaining groups, where appropriate, to develop contract language about teacher attendance at IEP meetings; and (c) budgeting for substitute teachers for regular education teachers who attend IEP meetings.

Staff Development

To be a full, contributing participant, the regular education teacher will need appropriate staff development concerning the IEP process and his or her role in it. Many states have recently included mandatory special education credits for teacher candidates during their collegiate preparation. Some states have included mandatory special education instruction for veteran teachers to maintain their teaching license (i.e., continuing education units). Many speech-language pathologists also need additional training to help them become knowledgeable about the general curriculum, state standards, and benchmarks.

Collaboration Skills

All professionals need skills in team decision-making and collaboration. Facilitation of skill development for students with disabilities within the regular education environment requires a thorough understanding of the regular education classroom as well as a thorough understanding of the individual child. Regular education teachers, special education teachers, speech-language pathologists, audiologists, and other related service personnel must learn how to work in a collegial manner and to include parents in effective team dynamics.

Time

In order for regular education teachers, special education teachers, speech-language pathologists, audiologists, and other related service personnel to develop and implement integrated IEPs, they need time to meet, share curriculum standards and goals, and determine appropriate instructional strategies. It is the responsibility of the administration of the school district or school to ensure that adequate time is available and that sufficient staffing levels are attained.

Support for School Personnel

Certainly, a school or school district that is supportive of its teachers and related services staff will encourage IEP development in an integrated responsible manner. Furthermore, IDEA '97 clarifies that a student's IEP can address the "supplementary aids and services, program modifications or supports for school personnel" (34 CFR Section 300.347(a)(3) and 300.346(d)). This means that if a staff member needs training in a specific area in order for a child to access and progress in the general curriculum or to progress toward achieving IEP goals, the staff training can be written into that student's IEP.

Appendixes

Appendix A: Legislation, Regulations, and IEPs
- The IEP Team
- Evaluation and Reevaluation of Students
- The IEP Components

Appendix B: Measurable Annual Goals, Benchmarks, and Short-Term Objectives (Nebraska Department of Education)

Appendix C: Annotated Individualized Education Program
Sample Individualized Education Program (Allegheny Intermediate Unit, Pittsburgh, PA)

Appendix D: Speech or Language Impairment Only IEP Form (Louisiana Department of Education)

Appendix E: Standards-Based Annual Goals and Short-Term Objectives (Rochester City School District, Rochester, NY)

Appendix F: Curriculum-Based Communication Skills K-12 (Hamilton Co. Educational Service Center, Cincinnati, OH)

Appendix G: Sample Individualized Education Program (Connecticut Department of Education)

The following sample IEPs are examples only. The U.S. Department of Education, ASHA, and the ASPIIRE IDEA Partnership Project do not review, comment on or endorse any forms used in IEP development. IEP forms are completely discretionary and left up to each individual state or local education agency. However to obtain an example of an IEP guide, you may refer to "A Guide to the Individualized Education Program" Office of Special Education and Rehabilitative Services, U.S. Department of Education at: http://www.ed.gov/offices/OSERS

APPENDIX A

Legislation, Regulations, and IEPs

IDEA '97 (passed by Congress as P.L. 105-17 and signed into law by President Clinton on June 4, 1997) and the accompanying regulations that were issued by the United States Department of Education (U.S. DoE) on March 12, 1999 form the core sources for information regarding speech-language pathologists' legal obligations in developing IEPs for children with disabilities. Practitioners should be knowledgeable about IDEA '97 and implementing its regulations, which must be adhered to in IEP development. The *Senate Committee Report* (May, 1997); "Appendix A to 34 CFR Part 300" (Notice of Interpretation in question and answer format); and "Attachment 1 to the final regulations " (analysis of comments and changes that summarizes public comments on the proposed regulations, provides the Department's response to these comments in a discussion format, and identifies changes to regulatory provisions made as a result of public comments) should be examined in order to better understand the speech-language pathologist's responsibilities. Although these documents largely serve as secondary resources, they are nonetheless important in understanding the intent of Congress and the U.S. DoE's interpretations of various aspects of the law. In addition, states may have other legal requirements that will affect the development of IEPs. This section will review federal requirements. Beyond this, individuals must assume personal and professional responsibility for understanding the legal provisions of their particular states.

IDEA '97 and its regulations are integrated documents that expand on and strengthen the requirements of earlier versions. Although many sections remain unchanged, greater emphasis has been placed on the participation and progress of children with disabilities in the general curriculum and on the role of parents, the regular education teacher, and, whenever appropriate, the child. These themes are evident throughout the statute and regulations, as well as the supplementary reference sources cited previously. They have particular relevance for the development of students' IEPs.

This appendix focuses only on the critical provisions of IDEA '97 and its accompanying regulations that relate to the development of educationally relevant IEPs: (a) the IEP team, (b) evaluation and reevaluation of students, and (c) the IEP itself. In most areas, the regulations repeat the content of the statute; in some parts, additional information is provided in the regulations. The regulations have the force and effect of law and, like the statute, must be fully complied with. The information below draws primarily from the statute, with only the additional information included in the regulatory review. Clarifications come primarily from the Appendix, Attachment 1, and the Senate report.

Note: P.L. 105-17 has now been codified. Citations are given for both the congressional act (§614) and the United States Code (20 U.S.C.), as well as for the Code of Federal Regulations (C.F.R.), to assist the reading of original text.

The IEP Team

As under prior law, IDEA '97 requires tasks related to evaluating children with suspected disabilities, determining their eligibility for special education and related services, and developing, reviewing, and revising the IEPs of eligible students to be carried out by a team of qualified professionals. However, the composition of this team, called the IEP team, has changed somewhat to reflect the need for collaboration among all parties likely to be involved with the child's education.

What the Statute Says	What the Regulations Say	What Other Federal Sources Say
[Reference: P. L. 105-17, §614(d)(1)(B) or 20 U.S.C. §1414(d)(1)(B)] The IEP team must be composed of: (i) the child's parents; (ii) at least one regular education teacher of the child; (iii) at least one special education teacher or, where appropriate, special education provider of the child; (iv) a local education agency (LEA) representative who (I) is qualified to provide or supervise specially designed instruction; (II) is knowledgeable about the general curriculum; and (III) is knowledgeable about the availability of LEA resources; (v) an individual who can interpret the instructional implications of evaluation results, who can be a member described in (ii) through (iv); (vi) at the discretion of the parents or LEA, other individuals who have special knowledge or expertise about the child, including related services	[References: 34CFR §300.344, §300.345, and §300.346] 1. The regular education teacher is required to participate if the child is, or may be, participating in the regular education environment. The teacher must participate, to the extent appropriate, in developing, reviewing, and revising the IEP, including assisting in the determination of positive behavioral interventions and strategies and supplementary aids and services, program modifications, or support for school personnel that will be provided for the child. 2. The child must be invited when the purpose of the meeting is to consider transition services needs (beginning at 14 years of age, or younger if determined appropriate by the IEP team) or needed transition services (beginning at 16 years of age, or younger if determined appropriate by the IEP team). 3. The determination of the special expertise of an individual is to be made by the party who invites that individual.	*Regarding the regular education teacher for children ages 3 through 5 who are receiving preschool special education services:* [Reference: Appendix A, p. 12472] 1. If a school district provides "regular education" preschool services to nondisabled children, then the child's regular education teacher must be present. 2. If the district makes kindergarten available to nondisabled children, a regular education kindergarten teacher could be the regular education teacher on the IEP team for a kindergarten-aged child who is, or may be, participating in the regular education environment. 3. If the district doesn't provide regular preschool education to nondisabled children, it may designate an individual who is qualified by state standards to serve nondisabled children of the same age. *Regarding attendance by the regular education teacher:* [References: Appendix A , p. 12477–12488; Attachment 1, p. 12583] 1. If the child is or may be participating in the regular education environment, regardless of the extent of that involvement, attendance is required. 2. Depending on the child's needs and the purpose of the meeting, the teacher is not required to participate in all decisions made at the meeting, to be present for the entire meeting, or to attend all meetings. This should be discussed by the parents and the school district. Attendance must be decided on a case-by-case basis based on a variety of factors. 3. If the child has more than one regular education teacher, these teachers may attend the meeting if their participation would benefit the child's success in school. Teachers who have responsibility for implementing portions of the IEP should be involved so they can discuss how to

What the Statute Says	What the Regulations Say	What Other Federal Sources Say
personnel, as appropriate; and (vii) the child, when appropriate.	4. An IEP team meeting may be conducted without parental attendance if the school district cannot convince the parents that they should attend and if the district maintains a record of attempts to arrange a mutually agreed on time and place.	teach the child. The LEA may determine which teacher(s) attend, based on the child's best interest. However, the LEA should seek input from all the child's regular education teachers who will not be attending. *When the child's primary disability is a speech impairment:* [Reference: Appendix A, p. 12478] If speech is considered special education under a state's standards in this circumstance, the speech-language pathologist may serve as the special education provider. *Regarding the role of parents:* [Reference: Appendix A, p. 12473] The parents are expected to be equal participants and to play an active role by: 1. providing critical information about the strengths of their child and expressing their concerns for enhancing their child's education; 2. participating in discussions about their child's need for special education and related services and supplementary aids and services; and 3. joining with other team members in deciding how their child will be involved in and progress in the general curriculum and participate in state- and district-wide assessments and what services the school district will provide and where. *Regarding participation of others:* [References: Appendix A, p. 12473; Attachment 1, p. 12582] 1. The school district must inform parents of their right and the right of the district to invite others. 2. There is no limitation on the number of people who can attend. The determination is left to the parents and the school district. *Regarding the participation of the child:* [Reference: Appendix A, p. 12473] 1. Generally, if the parent decides that it is appropriate for the child to attend, he or she should attend. 2. The school district and the parents should discuss the appropriateness of the child's participation before making a decision about the child's participation to help the parents determine if the child's attendance would be helpful in developing the IEP and/or would directly benefit the child.

Evaluation and Reevaluation of Students

Comprehensive evaluation is the critical foundation for developing an educationally relevant IEP. IDEA is very clear, however, that administering many tests is not necessary for developing a meaningful picture of a child's strengths and weaknesses. The emphasis in evaluation is on examining current data about the student and gathering additional functional information that will enable speech-language pathologists to address the student's difficulties with the general education curriculum that likely prompted the referral to special education in the first place.

What the Statute Says	What the Regulations Say	What Other Federal Sources Say
[References: P. L. 105-17, §614(b)(2)(A) and (C); §614(b)(5); §614(c) or 20 U.S.C. §1414(b)(2)(A) and (C); §1414(c)] 1. LEAs must use a variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that may assist in determining whether the child has a disability and the content of the IEP, including information related to enabling the child to be involved in and progress in the general curriculum, or for preschool children, to participate in appropriate preschool activities. 2. In addition to physical or developmental factors, the relative contribution of cognitive and behavioral factors may be assessed. 3. Assessment tools and strategies must provide relevant information that directly assists in determining the educational needs of the child. 4. If the determining factor in the eligibility decision is a lack of instruction in reading or math, or if the child has limited English proficiency, the child may not be determined to have a disability. 5. As part of an initial evaluation, if appropriate, and of any reevaluation, the IEP team and other qualified professionals, as appropriate, must review existing data on the child, including evaluations and information provided by the parents, current classroom-based assessments and observations, and teacher and related services providers' observations. On	[References: 34 CFR §300.347 and 300.532] 1. The general curriculum means the same curriculum as for nondisabled children. 2. The child must be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. 3. The evaluation must be sufficiently comprehensive to identify all of the student's special education and related services needs, whether or not these are commonly linked to the disability category in which the child has been classified. 4. Material and procedures used to assess a student with limited English proficiency must be selected and administered to ensure that these tools measure the extent to which a child has a disability and needs special education, rather than the child's English language skills.	[Reference: Appendix A, p. 12471] To determine the extent to which children with disabilities can be involved in and progress in the general curriculum, school districts may use a variety of assessment techniques, such as criterion referenced tests, standardized achievement tests, diagnostic tests, other tests, or any combination of these examples. The purpose of using these assessments is to identify approaches for ensuring the child's involvement and progress in the general curriculum and any needed adaptations or modifications to that curriculum.

What the Statute Says	What the Regulations Say	What Other Federal Sources Say
the basis of this review and parental input, the team identifies what additional data, if any, are needed to determine whether the child has or continues to have a disability, the child's present levels of performance and educational needs, whether the child needs or continues to need special education and related services, and whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals in the IEP and to participate, as appropriate, in the general curriculum. 6. The school district must administer the tests and other evaluation materials needed to produce the data identified by the IEP team. 7. If the team determines that additional data are not needed to determine whether the student continues to have a disability, the school district must notify the parents of that determination and the reasons for it. Parents must also be notified that they have the right to request an assessment. The LEA is not required to conduct an assessment unless the parents request it.	5. If standardized tests are administered under nonstandard conditions, a description must be included in the evaluation report of the extent to which the administration differed from standard conditions.	

The IEP Components

The IEP is the vehicle that links evaluation information to the desired educational outcomes for the child. These, in turn, become the basis for determining the particular services a child needs, who can best provide them, and where they should be offered.

What the Statute Says	What the Regulations Say	What Other Federal Sources Say
[References: P.L. 105-17, §614(d)(1)(A) and (d)(3) or 20 U.S.C. §1414(d)(1)(A) and (d)(3)] IDEA delineates the following components of IEPs: 1. a statement of the child's present levels of educational performance, including how the child's disability affects the child's involvement and progress in the general curriculum; or for preschool children, how the disability affects the child's participation in appropriate activities; 2. a statement of measurable annual goals, including benchmarks or short-term objectives, related to meeting the child's needs that result from his or her disability to enable that child to progress in the general curriculum and other educational needs resulting from the disability; 3. a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child; 4. a statement of the program modifications and supports for school personnel that will be provided in order for the child to advance appropriately toward achieving the annual goals, be involved in the general curriculum, participate in extracurricular and other nonacademic activities, and be educated and participate with other children with disabilities and nondisabled children; 5. an explanation of the extent, if any, to which the child will not participate with nondisabled	[Reference: 34 CFR §300.347] The only changed information for this section of the law is a statement that the general curriculum is the same one as for nondisabled children.	[References: House Report, p. 99, Senate Report p. 20. Appendix A, p. 12471, Attachment 1, pp. 12592–12595] 1. IDEA's emphasis on access to the general curriculum is intended to ensure that special education and related services are in addition to, and not separate from, that curriculum. 2. The opportunity for children with disabilities to experience and benefit from the general education curriculum should be strengthened, because the majority of them are capable of participating in that curriculum to varying degrees with some adaptations and accommodations. The IEP team's determination of how each child's disability affects his or her involvement and progress in the general curriculum is the primary consideration in developing the IEP. 3. It is important that the present levels of educational performance be based on current, relevant information about the child that has been obtained from a variety of sources, including the most recent reevaluation, information from the parents, and independent evaluations that meet the school district's criteria for such evaluations. 4. Appropriate activities for preschoolers include activities that children of that age engage in as part of a formal preschool program or informal activities such as coloring, pre-reading activities, sharing time, play time, and listening to stories told or read by the parent or preschool teacher. 5. Short-term objectives are measurable intermediate steps that generally break down the skills described in the annual goals into discrete components. Benchmarks are major milestones that describe the amount of progress the child is expected to make within specified segments of the year.

What the Statute Says	What the Regulations Say	What Other Federal Sources Say
peers in the regular class and in activities described above; 6. a statement of any individual modifications in the administration of district-wide and state assessments of student achievement needed for the child to participate in these assessments, as well as a statement of why the assessment is not appropriate, if the child is not participating in that assessment; 7. the projected start date of the services and modifications and the anticipated frequency, location, and duration of those services and modifications; 8. beginning at age 14, an annually updated statement of the student's transition service needs focusing on his or her courses of study; 9. beginning at age 16, (or younger if the IEP team so determines), a statement of needed transition services, including as appropriate, a statement of interagency responsibilities or any needed linkages; 10. beginning at least 1 year before the student reaches majority age under state law, a statement that the student has been informed of his or her rights and that these rights will transfer at majority age; 11. a statement of how the student's progress will be measured and how the parents will be regularly informed (e.g., by periodic report cards), at least as often as parents of nondisabled students are informed of their children's progress, of the student's progress toward the annual goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year;		Benchmarks establish expected performance levels that allow for regular checks of progress that coincide with the reporting periods for informing parents of their child's progress toward achieving the annual goals. The IEP team may use *either* short-term objectives or benchmarks *or a combination of both*, depending on the annual goals and the needs of the child. 6. Regardless of the nature or severity of a child's disability, the IEP must address how the child will be involved in and progress in the general curriculum. However, some children have other educational needs resulting from their disability, although these may not be directly related to participation in the general curriculum. The IEP team must determine, on an individual basis, • how the child will be involved in and progress in the general curriculum; • what needs resulting from the disability must be met to facilitate such participation; • whether there are other needs resulting from the disability that must also be met; and • what special education and related services and supports must be described in the IEP to address both these needs. 7. The requirements regarding services provided to address a child's present levels of educational performance and to make progress toward the identified goals reinforce the emphasis on progress in the general curriculum and maximizing the extent of the child's education with nondisabled peers. Services on behalf of the child include those provided to the child's parents or teachers to help them work more effectively with the child. 8. Supports for school personnel could include special training for a child's teacher that would assist the teacher to meet a unique and specific need of the child and not just to participate in an

What the Statute Says	What the Regulations Say	What Other Federal Sources Say
12. consideration of the strengths of the child, the parents' concerns for enhancing their child's education, and the results of the initial or most recent evaluation of the child; 13. consideration of the following special factors: • when appropriate, strategies, including positive behavioral interventions, strategies, and supports for children whose behavior impedes their learning or that of others; • the language needs related to the IEP of a child with limited English proficiency; • the provision of instruction in Braille and the use of Braille for a child who is blind or visually impaired, unless the IEP team determines, following evaluation of the child's reading and writing skills, needs, and appropriate media (including future needs for instruction in Braille or the use of Braille), that such instruction is not appropriate; • the child's communication needs; • for a child who is deaf or hard of hearing, the language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and • whether the child needs assistive technology devices and services.		inservice program that is generally available in the school district. 9. The least restrictive environment principle of previous versions of IDEA has been strengthened by requiring an explanation of the extent to which a child will not be educated with nondisabled peers. If a child needs speech-language pathology services in a separate setting two or three times a week, but otherwise will be educated in the general education class, a statement to that effect is sufficient. However, the basic principle is that children with disabilities will only be removed from the general education environment if they cannot be appropriately served there, even when supplementary aids and services have been provided in that setting. 10. Students who are unable to participate in state- and district-wide assessments with appropriate accommodations may need alternate assessments. Use of alternate assessments depends on the child's needs, not on the category or severity of the disability. 11. The way in which regular progress toward achieving the annual goals is addressed is left to the individual states. States could elect to use a report card. Although detailed written narratives are not required, grades do not always sufficiently describe a student's progress.

APPENDIX B

Measurable Annual Goals, Benchmarks, and Short-Term Objectives

Excerpt from "Setting Goals ... Achieving Results: Nebraska IEP Technical Assistance Guide," Nebraska Department of Education, September 1998

The Iowa Department of Education is also acknowledged for contributions which served as a foundation for the guide published by the Nebraska Department of Education

Measurable Annual Goals, Benchmarks, and Short-term Objectives

WHAT ARE THEY?

Goals set the general direction for instruction and assist in determining specific courses, experiences, and skills a student will need to reach his or her vision. There is a direct relationship between the goal and the needs identified in the PLEP. Goals are also descriptions of what a student can reasonably be expected to accomplish within a 12 month period with the provision of special education services. There are four critical characteristics of a well written goal: it is meaningful, measurable, able to be monitored, and useful in making decisions.

When a goal is written it must be stated so it is **meaningful.** The "meaningful determination" is made by considering a number of factors:

- the skill the goal represents is necessary for success in current and future environments;
- the family believes the accomplishment of the goal is important;
- the goal specifies a level of performance and an expectation that is reasonable; and
- its accomplishment is related and significant to the behavior.

Goals are **measurable.** They must reflect behavior that can be measured.

A goal is **able to be monitored.** There are multiple increments in performance between the present level of performance and the criteria stated in the goal. The goal should be written so it can be monitored frequently and repeatedly.

Finally, goals are useful in **making decisions** regarding a student's education. Monitoring the goal results in data used to determine the effectiveness of the individual's education program. Appropriate changes may be made to the student's IEP in order to help him or her achieve optimum success.

DIFFERENCES BETWEEN BENCHMARKS AND SHORT-TERM OBJECTIVES:

Either benchmarking or short-term objectives are used on the IEP with the goal. Benchmarks are major milestones which specify skill or performance levels a student needs to accomplish toward reaching their annual goal. They should not be confused with the standards and benchmarks school districts have identified for school improvement. The IEP goal is similar to the district standards; the benchmarks represent the actual content or performance the student is to accomplish at a specific interval or grade level. The IEP Team should evaluate skills and performance levels to meet goals and select those for possible benchmarks in the IEP. Short-term objectives are measurable, intermediate steps between a student's present level of educational performance and the annual goals established for the student. Their development is based on a logical breakdown of the major components of the annual goals and they measure progress toward meeting the goals. They set the general direction to be taken by those who will implement the IEP and are the basis for developing a detailed instructional plan for the student.

Comparison of Benchmarks (Major Milestones) and Short-term Objectives

Benchmarks (Major Milestones)	Short-term Objectives
♦ measurable	♦ measurable
♦ general statement represents milestones to goal	♦ specific statements with conditions, behavior, and criterion stated
♦ represent progress toward the goal	♦ represent progress toward the goal

Both short-term objectives and benchmarks (major milestones):

- Guide the development and modification, as necessary, of strategies that will be most effective in realizing the goals;
- Are developed based on a logical breakdown of the annual goal;
  - ❖ represent components of the goal (i.e., "Writing in complete sentences" may be a component of a paragraph writing goal for an individual)
  - ❖ may be points on a line between the PLEP and goal (If assignment completion is 50% and the goal is 90%; then 60%, 70% and 80% are progress indicators)
- Serve as "milestones" between the PLEP and the goal; and
- Are measurable.

WHY ARE THEY IMPORTANT?

According to the law an IEP must include:

(ii) a statement of measurable annual goals, including benchmarks or short-term objectives, related to--
(I) meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum; and
(II) meeting each of the child's other educational needs that result from the child's disability;

{Source: 20 USC 1414(d)(1)(A)}

Goals provide a system for measuring the student's progress toward long-range expectations. After t e IEP Team develops measurable goals for a student, they must develop effective strategies to realize those goals, and measurable, intermediate steps (short-term objectives) or major milestones (benchmarks) that enable families, students, and educators to monitor progress. As appropriate, the team revises the IEP consistent with the student's needs.

Goals, short-term objectives, and benchmarks (major milestones) must be written so they can pass the "Stranger Test." In other words, a goal, short-term objective, or benchmark (major milestone) is written so someone who did not write it could use it to develop appropriate instructional plans and assess student progress. They must also pass the "So What Test" meaning the IEP Team considers the importance of the goal, short-term objective, or benchmark (major milestone). Specifically, the IEP Team answers the question, "Is the skill indicated in this goal, short-term objective, or benchmark (major milestone) really an important skill for the student to learn?" If the answer is, "No" then the goal, short-term objective, or benchmark (major milestone) is probably inappropriate. The IEP Team must also consider the importance of the goal in light of social relevance. Social relevance provides another question, "Is this skill/behavior one that the student's peers engage in?" If the answer is "Yes" then this goal, short-term objective, or benchmark (major milestone) is probably a valid one.

HOW DO WE DESIGN THEM?

Factors to Consider in Selecting Annual Goals

The IEP Team discusses formal and informal assessment data to determine annual goals.

The student with a disability is either a part of the IEP Team or is consulted during the decision-making process, as appropriate. information about the student's likes, dislikes, interests, preferences, and vision for the future must be considered in writing IEP goals.

Every decision affects the student's future options in areas such as graduation, college admission, job possibilities, and independent living. For example:

- it may make more sense to select a goal for keyboarding rather than spending another year on handwriting; or
- it is often more practical to teach a student study strategies that he or she may use in a -*variety of classes than to write goals only for the content of social studies.

The number of goals depends on the student's needs. Prerequisite skills, immediate needs, and general applicability are all factors to consider when establishing priorities. Parents and general education teachers are also essential sources of information when setting priorities.

Students themselves often provide critical input when establishing appropriate annual goals. It is also important to recognize that a student may work on more than one goal at a time. It is not necessary to defer instruction in one area (e.g., feeding) while a goal in another area (e.g., communication) is targeted for intervention.

The IEP Team must establish challenging goals that may be achieved, within a year; their focus must be on selecting goals from the standards and benchmarks of the local district. The student's performance is measured against the district standards and benchmarks. As districts develop assessments to measure their standards and benchmarks, all students need to be included. The IEP Team selects a district standard, a benchmark, or a composite of district benchmarks that includes more than one skill for writing a goal.

For each area of need prioritized on the PLEP, the IEP Team needs to:

- **Write a goal using this format:**

Timeframe:	In 36 weeks,
Conditions:	given a fourth grade level passage
Behavior:	Jenny will read
Criterion:	100 words per minute with 95% decoding accuracy

Timeframe is usually specified in the number of weeks in the goal period (36 weeks = 180 school days)

Conditions specify the manner in which progress toward the goal is measured. Conditions are dependent on the behavior being measured and involve the application of skills or knowledge.

Behavior clearly identifies the performance which is being monitored; usually reflects an action or can be directly observed; and is measurable.

Criterion identifies how much, how often, or to what standards the behavior must occur in order to demonstrate that the goal has been reached. The goal criterion specifies the amount of growth the student is expected to make by the end of the annual goal period.

EXAMPLES OF GOALS

In ten weeks, when feeding from a bottle, Marion will consume at least five ounces of formula per feeding for at least five feedings per day across all days.

In 32 weeks, across all settings, Ian will identify 20 major warning words and symbols (e.g., Stop, Poison, Danger, Hazard, etc.) with 95% accuracy and will identify appropriate actions to take when these words are seen with 100% accuracy.

In 32 weeks, when a grocery item or items are needed, Marlo will go shopping at the grocery store, pay for her purchases using the nearest dollar strategy and count change (+-$1.00), on three consecutive trips to the store.

Additional examples of goals and a list of goal codes are found in Appendix C.

Writing Benchmarks (Major Milestones) or Short-term Objectives

The IEP Team needs to write benchmarks (major milestones) or short-term objectives to accompany the goal for the student. The team should write a benchmark (major milestone), and if a benchmark does not work, then a short-term objective needs to be written.

Benchmarks (major milestones) are written by stating the content to be learned or the skills to be performed. They can be general, measurable statements representing the milestone.

One way for an IEP Team to write benchmarks (major milestones) for a goal is to examine the district's standards for the general education curriculum. As the IEP Team examines the district's standards, they could identify district benchmarks appropriate as stepping stones to the goal. The IEP Team would examine the district's benchmarks to identify those skills the student needs to acquire or be able to perform to reach his or her goal.

District benchmarks would be a reference point for the team. Two or more district benchmarks may be combined, or the IEP Team may decide to divide the district benchmark into smaller steps. It is important the selected, district benchmarks assist the student in reaching his or her goals.

A second way to write benchmarks (major milestones) in the IEP is to examine the goal in relation to developmentally appropriate standards. As the developmentally appropriate standard is examined, the IEP Team determines the major milestones along the way to accomplishing the standard and identifies those as benchmarks (major milestones) for the student. As benchmarks (major milestones) are identified they need to provide information that the student is progressing toward his or her goal.

The following are examples of **Benchmarks (Major Milestones):**

1. Prepare verbal, written, and visual compositions that fulfill different purposes (e.g., to inform, to persuade, to narrate, to entertain, and to stimulate emotion).
2. Identify and use appropriate language in different settings (e.g., school, home, community).
3. Knows and orders numbers from 0 to 1000.
4. Understands place value up to 3-digit numbers.

To determine whether a benchmark (major milestone) is appropriate or not, make sure it is measurable, represents expectations, is developmentally appropriate, and relates to progress on the goal.

Short-term objectives are arranged in sequence and always include the conditions under which the skill is to be performed, the student's name, the observable behavior, and the criteria for success. The following are examples of short-term objectives:

1. David will write answers to simple addition facts with sums 0 to 20 (e.g., 4 + 5) in five minutes on a worksheet at a rate of 40 digits correct per minute with no errors by October 1999.
2. Given different board games and two to three peers, Mary will play cooperatively for 15 consecutive minutes for ten turn-taking exchanges.

HOW DO WE KNOW WE ARE DOING IT RIGHT?

- Goals are written with high expectations.
- Goals are related to meeting the student's needs in order to enable him/her to be involved in and progress in the general education curriculum.
- Goals are measurable, meaningful, able to be monitored, and useful in making decisions.
- Goals are statements of anticipated results to be achieved in a year.
- Goals pass the "stranger test" and the "so what test."
- Progress indicators (benchmarks (major milestones) or short-term objectives) are written for each goal.
- Benchmarks (major milestones) and short-term objectives are links for accomplishing the goal.

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Examples of Integrated PLEPs, Goals, Benchmarks (Major Milestones)/ Short-term Objectives

PLEP: At 36 months, Abigail is working on developmental skills of early object use and functional play with toys/ objects. Abigail is able to perform exploratory schemes (banging, shaking, throwing) as she plays with toys/objects. She applies the same schemes to all objects, and she does not demonstrate an understanding of the functions of toys/objects. Abigail has learned to imitate her parents' and other adults' actions when provided with a model of combining two schemes to manipulate a toy in a functional play activity. Abigail's parents want her to play with her toys without her requiring their constant attention and modeling of actions.

When given toys/objects, Abigail will perform five schemes with them (shake, roll, bang, throw, push). She does not combine schemes into a functional play sequence with the toys/objects. Children between 18–24 months of age typically play with toys/objects by combining schemes to see a cause-and-effect relationship and to use objects according to their functions. By 36 months, children are beginning to engage in symbolic or pretend play.

Annual Goal: In 36 weeks, when given the opportunity to play with six–eight different toys/objects, Abigail will spontaneously link four discrete schemes according to the toys/objects intended functions three times per observation period across five consecutive play times.

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Benchmarks:
Link two discrete schemes
Link three discrete schemes

PLEP: John displays difficulties writing his thoughts on paper. He has very creative ideas but does not understand sentence construction or how to develop paragraphs. He needs to use punctuation and capitalization consistently. John received 12 out of 50 points on the district's assessment for expressive writing. He needs to learn to write the four different sentence types (simple, compound, complex, and compound-complex) correctly and integrate them into a paragraph.

Annual Goal: In 36 weeks John will write at least a six sentence paragraph using at least three different sentence types scoring 45/50 on the writing rubric.

Benchmarks:
1. write simple sentences
2. write compound sentences
3. write complex sentences
4. write compound-complex sentences

PLEP: Michelle is working on the standard of the general education curriculum to enhance reading fluency. Michelle has difficulty identifying words in isolation. When reading a test, she uses context clues and picture clues to identify words unfamiliar to her. When reading words in isolation, she attempts to dissect the word phonetically, but has difficulty drawing closure to the word and pronouncing the word as a whole. Michelle studied the DISSECT word identification strategy in seventh grade. It appears she still uses this strategy with some limited success.

When asked to read passages from her government textbook, Michelle read at an average rate of 182 words per minute with 96% accuracy in word identification. This compares to a norm of 150–200 words per minute with 98–99% accuracy for high school juniors. During this reading probe, Michelle stated that she can read faster when she reads aloud. it seems that her literal comprehension also improves when she is able to read aloud. She used a ruler as a guide to enable her to read line by line.

Annual Goal: Given sample passages of at least 200 words or more from high school level textbooks, Michelle will read grade levels materials at an average rate of 100 wpm with 98% accuracy or better in word identification.

Objectives:
1. Michelle will read 200 word passage 90 wpm/98% accuracy
2. Michelle will read 200 word passage 95 wpm/98% accuracy

APPENDIX C

Annotated Individualized Education Program
Sample Individualized Education Program

From the Allegheny Intermediate Unit, Pittsburgh, Pennsylvania

ANNOTATED EXAMPLE IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
ALLEGHENY INTERMEDIATE UNIT

1400 Penn Avenue, Suite 201, Pittsburgh, PA 15222-4332

IEP Meeting Date:_____

Student Name:_____ **DOB:**_____ **Age:** _____

Parent Name:_____ **Grade:**_____

Address:_____ **Phone: (H)**_____

_____ **(W)**_____

_____ **School Year:**_____

School District:_____ **Anticipated Year of Graduation** _____

County of Residence: ALLEGHENY **Other Information:**_____

PARENT CONTACT: (Date and Initial Each Attempt)

	Dates	**Who**	**Response**
Letter:_____			
Phone Call:_____			
Home Visit:_____			
Other (specify):_____			
Other (specify):_____			

IEP TEAM/SIGNATURES*

The Individualized Education Program (IEP) Team makes the decisions about the student's program and placement. The student's parent(s), the student's regular teacher and a representative from the local education agency are required members of this team. A regular education teacher must also be included if the student participates, or may participate in, regular education.

Signature on this IEP documents attendance, and not agreement.

NAME (typed or printed)	POSITION (typed or printed)	SIGNATURE*
_____	Parent	_____
_____	Parent	_____
_____	Student*	_____
_____	Regular Education Teacher	_____
_____	Special Education Teacher	_____
_____	Local Educational Agency Rep(Chair)	_____
_____	Vocational Technical Representative**	_____
_____	Community Agency Representative***	_____
_____	_____	_____
_____	_____	_____

* The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.

** Must be present if a Vocational Technical program is being considered. *** As determined by the IEP Team Chairperson.

DETERMINATION OF EXCEPTIONALITY:

Exceptionality:_____ Does the student need specially designed instruction:_____

PROCEDURAL SAFEGUARDS NOTICE

have received a copy and understand the content of the Procedural Safeguards Notice.

Signature:_____ Date Received:_____

☐ ***The following questions should be answered with the team at the IEP meeting.***
Question E should be marked yes if the student is enrolled in speech language support.

I. Special Considerations the IEP Team Must Address Before Developing the IEP

A. Is the Student Blind or Visually Impaired?

___ No
___ Yes - Team must address the need for Braille/Braille instruction based on the student's current and future reading and writing skills and needs and will be included in the development of the IEP.
___ Yes - Team does not need to address the need for Braille/Braille instruction based on the student's current and future reading and writing skills and needs.

B. Is the Student Deaf or Hearing Impaired?

___ No
___ Yes - Team must address the student's language and communication needs, opportunities for direct communication with peers and professionals in the student's language and communication mode, academic level, and full range of needs including opportunities for direct instruction in the child's language and communication mode in the development of the IEP.

C. Does the Student Exhibit Behaviors that Impede His/Her Learning or That of Others?

___ No
___ Yes - Team must develop strategies including positive behavior interventions and supports in the IEP.

D. Does the Student Have Limited English Proficiency?

___ No
___ Yes - Team must address the language needs of the student in the development of the IEP.

E. Does the Student Have Communication Needs?

___ No
___ Yes - Team must address the communication needs of the student in the development of the IEP.

F. Does the Student Require Assistive Technology Devices and Services?

___ No
___ Yes - Team must address the student's assistive technology needs in the development of the IEP.

G. Does the Student Need Transition Services?

1. **Will the Student be 14 Years of Age or Older Within the Duration of this IEP?**
   _____ No - Delete Section III
   _____ Yes - Team must address the student's course of study and how it applies to components of the IEP.
   Student's Course of Study:_____

2. **Will the Student be 16 Years of Age or Older Within the Duration of this IEP or is the Student Younger and in Need of Transition Services as Determined by the IEP Team?**
   _____ No - Delete Section III
   _____ Yes - Team must address and complete Section III

H. Is the Student Within Three (3) Years of Graduation?

_____ No - Go to Section II
_____ Yes - Team must address graduation plan below.

Plan for Completion of Necessary Credits for Graduation:

Eligibility for graduation will be based upon:

❑ Option A - Completion of IEP goals and objectives (Should be linked to planned courses)

or

❑ Option B - Completion of school district Outcomes/Standards

If you selected Option B, choose one of the following:

❑ Course Requirements (attach a list of courses)

or

❑ Assessment, independent study, student project, other educational experiences (attach plan)

II. Present Levels of Educational Performance

A. Summary of Performance in the Current Educational Program:

- ☐ *List formal assessment and scores related to speech and language or a general statement of summary*
- ☐ *Include information from teacher checklist*
- ☐ *Include impact of speech/language impairment as noted during informal and formal observation in academic and/or social settings*
- ☐ *Indicate student's instructional level in his current educational program (how student is doing regarding his progress in general curriculum).*

Example: Formal and informal evaluations indicate that (student) has difficulty attending to the speaker using appropriate eye contact, and verbally expressing his ideas clearly.

B. Strengths:

- ☐ *List strengths specific to speech/language (voice, quality, fluency, hearing, articulation, language)*
- ☐ *School attendance can be mentioned if it is a strength*
- ☐ *Rate of learning/retention can be mentioned if it is a strength*
- ☐ *List any academic strengths*
- ☐ *General classroom behavior*
- ☐ *Setting(s) that best facilitate learning*
- ☐ *Reinforcers that are motivating*
- ☐ *For a transition student, list interests, aptitudes, and abilities.*

Example: (Student's) articulation, voice, fluency and hearing are within normal limits. He passed a hearing screening on 9/9/98. (Student's) strong subjects are science and social studies. His rates of learning and retention are judged as average.

C. Needs:

- ☐ *List needs the student is experiencing. These needs will identify the goals and the benchmarks for Section IV.*
- ☐ *If appropriate, make a general statement of the student's attention skills and needs related to difficulties with attention.*
- ☐ *Include severity of speech/language here or in Summary of Performance.*

Example: (Student) demonstrates a mild receptive and expressive language disorder in the areas of auditory processing and verbal expression.

D. The Student's Disability Affects Involvement and Progress in General Education Curriculum in the Following Ways:

- ☐ *Discuss how the speech/language deficit **adversely** affects progress in the regular education curriculum.*
- ☐ *Discuss how the needs go beyond those manageable in typical classroom interventions*
- ☐ *Mention need for specially designed instruction*
- ☐ *List speech/language areas in which the child is having difficulty in class.*
  For example: intelligibility, poor class participation, poor comprehension of vocabulary, difficulty in spelling, difficulty following directions

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☐ *Discuss how the disorder has compromised success in specific subjects*

Example: In his classroom, (student) has difficulty looking at the speaker when directions and information are being given and using clear and organized sentences when explaining his ideas..

III. TRANSITION PLANNING

Person(s) responsible for coordinating transition activities:

☐ *The school district designates a person who is responsible for this coordination.*

_____

A. DESIRED POST-SCHOOL OUTCOMES: Define and project the desired post-school outcomes as identified by the student, parent and IEP team for these areas: Community Living, Employment or Postsecondary Education/Training, or both.

☐ *Contact the Guidance Counselor for appropriate agencies.*

1. Post Secondary Education/Training (Define the outcome or explain why it's not needed):
   **Example: Student hopes to attend college. (Indicate if with supports)*

2. Employment (Define the outcome or explain why it's not needed):
   **Example: Student hopes to be gainfully employed.* _____

3. Community Living (Define the outcome or explain why it's not needed):
   a) Residential:
   **Example: List where the student plans to live – at home, independently.* _____

   b) Recreation/Leisure:
   **List hobbies* _____

B. INSTRUCTIONAL AREAS NEEDED TO SUPPORT DESIRED POST-SCHOOL OUTCOMES: The instructional areas should support the desired post-school outcomes. The instructional areas checked "**Yes**" below, should appear in the IEP as annual goals, short-term instructional objectives or benchmarks, and/or specially designed instruction. Indicate whether or not the student needs transition services in the instructional areas listed below. State how they will be provided or explain why they are not needed.

Instruction (Academic and/or Community based): _____ Yes _____ No

_____

_____

Community-based Experiences: _____ Yes _____ No

_____ _____

_____

ADDITIONAL INSTRUCTIONAL AREAS/ACTIVITIES NEEDED TO SUPPORT DESIRED POST-SCHOOL OUTCOMES: may include, but are not limited to:

Acquisition of Daily Living Skills	_____ Yes	_____ No	*If the student is attending an approved vocational-technical program at an AVTS or school district, the title of the program, including classification of instructional program (CIP) title, a six-digit code must be listed:_____
Functional Vocational Evaluation	_____ Yes	_____ No	
Career Education	_____ Yes	_____ No	
Work-based Learning	_____ Yes	_____ No	
Vocational-Technical Education*	_____ Yes	_____ No	
Other:_____	_____ Yes	_____ No	
Other:_____	_____ Yes	_____ No	

*If the student is attending an approved vocational-technical program at an AVTS or school including classification of instructional program (CIP) title, a six-digit code must be listed:_____.

C. LINKAGES N/A

Agencies which may provide services/support (before the student leaves the school setting):

☐ *Check with the guidance counselor for appropriate agencies.*

_____

Agency Name Phone Number

_____

Responsibilities/Linkages

_____

Agency Name Phone Number

_____

Responsibilities/Linkages

_____

Agency Name Phone Number

_____

Responsibilities/Linkages

D. TRANSFER OF RIGHTS AT THE AGE OF MAJORITY: (If the student is twenty years of age, describe any rights that will transfer from the parent to the student at age twenty-one.)

Student:_____ **Speech/Language Pathologist:**_____**(optiona**
(optional) **Date of IEP Meeting:**_____**(optiona**

IV. GOALS AND OBJECTIVES: (Use as many copies of this page as needed to plan appropriately for the student).

A. MEASURABLE ANNUAL GOAL:

- ☐ *The goal should be stated in measurable terms*
- ☐ *The goal should be an expectation that can be accomplished within a 12 month period*
- ☐ *There should be a direct relationship between the annual goal and the present levels of performance*
- ☐ *Should relate to meeting the needs to enable the student to be involved in and to progress in the general curriculum*

For example: (Student) will improve receptive and expressive language skills in the area of auditory processing (listening) and verbal expression required by the curriculum to enable academic success as indicated by progress in the benchmarks.

B. SHORT-TERM INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:

Objective/Benchmark -

- ☐ *These lead to the annual goal.*
- ☐ *These are measurable steps between the present level of performance and the annual goals.*
- ☐ *Benchmarks should be achievable in one year.*
- ☐ *The benchmarks act as a means for measuring progress toward meeting the annual goal.*

Expected Level of Achievement -

- ☐ *For example: 80% accuracy on structured tasks, 70% accuracy during a five minute speech sample, correct responses during 3 out of 5 trials*

Evaluation Schedule -

- ☐ *State how often you will evaluate the benchmarks. For example: "monthly for objectives/benchmarks addresse*

Method of Evaluation -

- ☐ *State how you will evaluate progress. For example: clinician logs; clinician, teacher and parent observations;speech and language assessments*
- ☐ *Progress Report Code: M=Mastered P=Progressing NR=Needs Remediation*
- ☐ *NI=Not Introduced*

Objective/Benchmark -

Expected Level of Achievement -

Evaluation Schedule -

Method of Evaluation -

Objective/Benchmark -

Expected Level of Achievement -

Evaluation Schedule -

Method of Evaluation -

Note: Specially designed instruction may be added with each goal/objective and/or listed in Section V.

7. SPECIAL EDUCATION, RELATED SERVICES AND SUPPLEMENTARY AIDS AND SERVICES

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION: (Specially designed instruction may be listed with the goals and objectives)

- ☐ *These make the program special and unique to meet the students needs.*
- ☐ *These services are what makes the special education program different from general education.*
- ☐ *For specific examples, refer to the lists of specially designed instruction for each area of speech and language.*
- ☐ *List special materials, techniques, assessments and activities used.*
- ☐ *These are modifications to the regular education curriculum.*
- ☐ *Can be delivered/utilized in any setting by anyone working with the student.*
- ☐ *Are used by the special education teacher*
- ☐ *Should also be used by anyone working with the student and directed by the special education teacher.*

B. RELATED SERVICES:

Transportation: _____

☐ *Write "None needed" or If the student needs any transportation that is different from what other students who attend the same school would use, write "Special"*

List the services that the student needs in order to benefit from or access his/her program:

Service	*Location*	*Projected* Beginning Date*	*Frequency*	*Anticipated* Duration*

* If differs from IEP beginning and duration dates.

C. SUPPORTS FOR SCHOOL PERSONNEL:

☐ *List supports needed for school personnel to implement the specially designed instruction and goals for the student OR if no supports are needed, write a general statement such as "Discussed but none needed at this time"*

D. EXTENDED SCHOOL YEAR: *IEP Team has considered and discussed with a determination made for every student.*

☐ *A student is eligible if regression caused by extended interruption makes it unlikely that the student will attain and maintain skills as outlined in goals. If IEP team feels a student is or may be eligible, make a statement such as "Discussed and IEP team recommends _____ goal(s) should be considered for ESY" or "Discussed and IEP team recommends _____ goal(s) should be continued/addressed during ESY".*

☐ *If IEP team feels student is not eligible or not eligible at this time, write a statement such as "Discussed but not found to be appropriate at this time".*

E. IEP TEAM HAS CONSIDERED, IF APPROPRIATE, THE STUDENT'S NEEDS FOR:

1. Adaptive Physical Education

☐ *List needs or if none write "Not appropriate"*

2. Enrichment and Advancement

☐ *List needs or if none write "Not appropriate"*

VI. LEAST RESTRICTIVE ENVIRONMENT (LRE)

A. PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS:

☐ *Mark the appropriate response. If accommodations are to be used, list below.*

_____ Student will participate in State and District-wide assessments without accommodations.

OR

_____ Student will participate in State and District-wide assessments with the following accommodations:

List the accommodations to be given which are both:
1) identified in this IEP for instructional purposes and
2) allowable for the test to be administered

PSSA Reading (administered in grades 5, 8, and 11)	
PSSA Math (administered in grades 5, 8, and 11)	
PSSA Writing (administered in grades 6, 9)	
District-wide	

* For Pennsylvania System of School Assessment (PSSA) see the Coordinators Handbook for allowable accommodations.

OR

_____ Student will not participate in State and District-wide assessment because:

_____

Educational progress of the student will be assessed through the following alternate method(s):

_____

B. EXPLANATION OF THE EXTENT, IF ANY, THE STUDENT WILL NOT PARTICIPATE WITH CHILDREN WITHOUT DISABILITIES IN THE REGULAR CLASS, OR IN THE GENERAL EDUCATION CURRICULUM:

☐ *List "Speech and Language Support" and also list any other related service*

C. PLACEMENT:

1. **Appropriate Group:**_____

☐ *"Speech amd Language Support"*

2. **Level of Intervention:**_____**% Regular Ed.**_____**, % Special Ed.**_____

☐ *Can also list specific %'s for special education (_____% Supplemental Intervention in the regular classroom (Itinerant) _____% Supportive Intervention in the regular classroom (Consult), _____% OT*

3. **Location of Intervention:**_____

☐ *State "Regular school that student would attend if not exceptional" You may also include the name of the school. OR List the special location if different from the regular school*

VII. DATES

A. PROJECTED DATE WHEN SERVICES AND PROGRAMS WILL BEGIN:_____/_____/_____

Month Day Year

☐ *This date should be no sooner than 5 days of the IEP meeting and no longer than 10 days from the IEP meeting.*

B. ANTICIPATED DURATION OF SERVICES AND PROGRAMS:_____/_____/_____

Month Day Year

☐ *one year less one day from the date of the IEP meeting*

C. IEP REVIEW/REVISION DATE(S):

(Document the dates of any reviews/revisions of this IEP)

_____/_____/_____	_____/_____/_____	_____/_____/_____
Month Day Year	Month Day Year	Month Day Year
_____/_____/_____	_____/_____/_____	_____/_____/_____
Month Day Year	Month Day Year	Month Day Year

☐ *This section is to mark the dates of IEP revisions when they occur. This section should be left blank during the initial IEP meeting.*

VIII. PROGRESS REPORTING:

A. HOW SCHOOL WILL REPORT PROGRESS TOWARDS THE ANNUAL GOALS:

☐ *"A progress report outlining progress on the IEP benchmarks will be issued for each report card period."*

B. HOW FREQUENTLY THE SCHOOL WILL REPORT PROGRESS TOWARDS THE ANNUAL GOALS:

☐ *"Speech language progress reports will follow the district report card schedule."*

IX. EXIT CRITERIA:

These are the criteria which will be used to determine when a student is no longer in need of special education services.

DECISION POINTS:

__X__ No longer requires specially designed instruction

_____ No longer of school age

_____ Met designated requirements as specified in graduation plan

_____ Other (specify)

/afg

SAMPLE

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
ALLEGHENY INTERMEDIATE UNIT

1400 Penn Avenue, Suite 201, Pittsburgh, PA 15222-4332

IEP Meeting Date: 4/20/99

Student Name: Tom Tune **DOB:** 4/23/92 **Age:** 7
Parent Name: Mr. & Mrs. Car Tune **Grade:** First
Address: 123 Do Re Me Street **Phone:** (H) 412-987-6543
Pittsburgh, PA 12345 (W) 412-345-6789
School Year: 1998/1999
School District: AIU **Anticipated Year of Graduation** 2010
County of Residence: ALLEGHENY **Other Information:**

PARENT CONTACT: (Date and Initial Each Attempt)

	Dates	Who	Response
Letter:	4-9-99	MS**	Will Attend
Phone Call:	4-2-99	MS**	Date Good; Will Attend
Home Visit:			
Other (specify):			
Other (specify):			

**NOTE: Person who contacts parents by phone and letter should initial. For speech/language only this is the Speech-Language clinician.

IEP TEAM/SIGNATURES*

The Individualized Education Program (IEP) Team makes the decisions about the student's program and placement. The tudent's parent(s), the student's regular teacher and a representative from the local education agency are required members of this team. A regular education teacher must also be included if the student participates, or may participate in, regular education **Signature on this IEP documents attendance, and not agreement.**

NAME (typed or printed)	POSITION (typed or printed)	SIGNATURE*
	Parent	
	Parent	
	Student*	
	Regular Education Teacher	
	Special Education Teacher	
	Local Educational Agency Rep(Chair)	
	Vocational Technical Representative**	
	Community Agency Representative***	

* The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.
** Must be present if a Vocational Technical program is being considered. *** As determined by the IEP Team Chairperson.

DETERMINATION OF EXCEPTIONALITY:

Exceptionality _____ Does the student need specially designed instruction:_____

PROCEDURAL SAFEGUARDS NOTICE

. have received a copy and understand the content of the Procedural Safeguards Notice.
Signature:_____ Date Received:_____

I. Special Considerations the IEP Team Must Address Before Developing the IEP

A. Is the Student Blind or Visually Impaired?

_X_ No

__ Yes - Team must address the need for Braille/Braille instruction based on the student's current and future reading and writing skills and needs and will be included in the development of the IEP.

__ Yes - Team does not need to address the need for Braille/Braille instruction based on the student's current and future reading and writing skills and needs.

B. Is the Student Deaf or Hearing Impaired?

_X_ No

__ Yes - Team must address the student's language and communication needs, opportunities for direct communication with peers and professionals in the student's language and communication mode, academic level, and full range of needs including opportunities for direct instruction in the child's language and communication mode in the development of the IEP.

C. Does the Student Exhibit Behaviors that Impede His/Her Learning or That of Others?

_X_ No

__ Yes - Team must develop strategies including positive behavior interventions and supports in the IEP.

D. Does the Student Have Limited English Proficiency?

_X_ No

__ Yes - Team must address the language needs of the student in the development of the IEP.

E. Does the Student Have Communication Needs?

__ No

_X_ Yes - Team must address the communication needs of the student in the development of the IEP.

F. Does the Student Require Assistive Technology Devices and Services?

_X_ No

__ Yes - Team must address the student's assistive technology needs in the development of the IEP.

G. Does the Student Need Transition Services?

1. **Will the Student be 14 Years of Age or Older Within the Duration of this IEP?**

   _X_ No - Delete Section III

   ____ Yes - Team must address the student's course of study and how it applies to components of the IEP.

   Student's Course of Study:_____

2. **Will the Student be 16 Years of Age or Older Within the Duration of this IEP or is the Student Younger and in Need of Transition Services as Determined by the IEP Team?**

   _X_ No - Delete Section III

   ____ Yes - Team must address and complete Section III

H. Is the Student Within Three (3) Years of Graduation?

_X_ No - Go to Section II

____ Yes - Team must address graduation plan below.

Plan for Completion of Necessary Credits for Graduation:

Eligibility for graduation will be based upon:

❑ Option A - Completion of IEP goals and objectives (Should be linked to planned courses)

or

❑ Option B - Completion of school district Outcomes/Standards

If you selected Option B, choose one of the following:

❑ Course Requirements (attach a list of courses)

or

❑ Assessment, Independent study, student project, other educational experiences (attach plan)

II. Present Levels of Educational Performance

A. Summary of Performance in the Current Educational Program:

Tom currently receives Speech and Language Support services two times per week for improvement of overall grammar skills. Scores on the TOLD-P3 indicate a mild deficit in the areas of grammatic completion and understanding. However, he has difficulties in language arts particularly with verb tense and plurals.

He also receives Occupational Therapy services once a week to enhance printing and cutting skills.

B. Strengths:

Articulation, fluency, and hearing are within normal limits at this time. Articulation skills have improved greatly, especially production of the /k,g,s,z,r / sounds. Tom passed the hearing screening at school performed by the nurse on 10-15-98. Improvement is noted in regular school attendance, remaining in his seat during class time, and printing skills. Tom is an excellent oral reader in the classroom. Tom presents as an average student with average rates of learning and retention. He is a very cooperative, hard working, and extremely polite young man.

C. Needs:

1. Tom demonstrates a mild receptive/expressive language disorder and a mild delay in fine motor skills
2. Tom needs to refine overall conversational skills as he uses incorrect verb forms and plurals.
3. Tom needs to improve his tripod grasp of a pencil/marker, as well as his proficiency with cutting.

D. The Student's Disability Affects Involvement and Progress in General Education Curriculum in the Following Ways:

1. Language difficulties in the area of grammar compromise success in the language arts curriculum. Tom's fine motor deficits inhibit his ability to maintain legible graphics and cutting skills throughout his academic day.
2. These deficits exceed the level of intervention typically provided in the classroom without additional specialized support. Grammar deficits are evident during classroom activities and interfer with Tom's performance in the regular education curriculum.
3. As Tom's speech, language and fine motor control affect performance in the classroom, he will require specially designed instruction.

III. Transition Planning — NOT APPROPRIATE AT THIS TIME

Person(s) responsible for coordinating transition activities:

_____

_____

A. Desired Post-School Outcomes: Define and project the desired post-school outcomes as identified by the student, parent and IEP team for these areas: Community Living, Employment or Postsecondary Education/Training, or both.

1. Post Secondary Education/Training (Define the outcome or explain why it's not needed):

_____

2. Employment (Define the outcome or explain why it's not needed):

_____

3. Community Living (Define the outcome or explain why it's not needed):
   a) Residential:

_____

   b) Recreation/Leisure:

_____

B. INSTRUCTIONAL AREAS NEEDED TO SUPPORT DESIRED POST-SCHOOL OUTCOMES: The instructional areas should support the desired post-school outcomes. The instructional areas checked "Yes" below, should appear in the IEP as annual goals, short-term instructional objectives or benchmarks, and/or specially designed instruction. Indicate whether or not the student needs transition services in the instructional areas listed below. State how they will be provided or explain why they are not needed.

Instruction (Academic and/or Community based): _____ Yes _____ No

_____

_____

Community-based Experiences: _____ Yes _____ No

_____

_____

ADDITIONAL INSTRUCTIONAL AREAS/ACTIVITIES NEEDED TO SUPPORT DESIRED POST-SCHOOL OUTCOMES: may include, but are not limited to:

Acquisition of Daily Living Skills	_____ Yes	_____ No
Functional Vocational Evaluation	_____ Yes	_____ No
Career Education	_____ Yes	_____ No
Work-based Learning	_____ Yes	_____ No
Vocational-Technical Education*	_____ Yes	_____ No
Other:_____	_____ Yes	_____ No

*If the student is attending an approved vocational-technical program at an AVTS or school including classification of instructional program (CIP) title, a six-digit code must be listed:_____

C. LINKAGES

Agencies which may provide services/support (before the student leaves the school setting):

_____

Agency Name Phone Number

_____

Responsibilities/Linkages

_____

Agency Name Phone Number

_____

Responsibilities/Linkages

Agency Name Phone Number

Responsibilities/Linkages

D. TRANSFER OF RIGHTS AT THE AGE OF MAJORITY: (If the student is twenty years of age, describe any rights that will transfer from the parent to the student at age twenty-one.)

Student: Tom Tune **Speech/Language Pathologist:** Mr. Speech
Date of IEP Meeting: 4-20-99

IV. GOALS AND OBJECTIVES: (Use as many copies of this page as needed to plan appropriately for the student).

A. MEASURABLE ANNUAL GOAL:

Tom will increase receptive and expressive language skills in the area of morphology (grammar) as required by the curriculum to enable academic success as indicated by progress in the benchmarks.

B. SHORT-TERM INSTRUCTIONAL OBJECTIVES OR BENCHMARKS:

Objective/Benchmark - will use appropriate past tense irregular verb forms in sentences and stories
REPORT PERIOD: 1._____ **2.**_____ **3.**_____ **4.**_____

Objective/Benchmark - will use appropriate irregular plural nouns in sentences and stories
REPORT PERIOD: 1._____ **2.**_____ **3.**_____ **4.**_____

Expected Level of Achievement – 80% OR BETTER ACCURACY DURING SESSION AND/OR OVERA IMPROVED PERFORMANCE IN THE CLASSROOM

Evaluation Schedule – MONTHLY

Method of Evaluation – CLINICIAN LOGS; PARENT/TEACHER/CLINICIAN OBSERVATIONS; SPEECH/LANGUAGE ASSESSMENTS AS APPROPRIATE

Objective/Benchmark -

Expected Level of Achievement -

Evaluation Schedule -

Method of Evaluation -

Objective/Benchmark -

Expected Level of Achievement -

Evaluation Schedule -

Method of Evaluation -

Note: Specially designed instruction may be added with each goal/objective and/or listed in Section V.
M=MASTERED P=PROGRESSING NI=NOT INTRODUCED PROGRESS REPORT PERIOD 1 2 3 4
NR=NEEDS REMEDIATION

ANNUAL GOALS AND BENCHMARKS ADDRESSING OT NEEDS SHOULD BE PROVIDED BY OT

V. SPECIAL EDUCATION, RELATED SERVICES AND SUPPLEMENTARY AIDS AND SERVICES

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION: (Specially designed instruction may be listed with the goals and objectives)

Specially designed instruction should include small group pullout sessions, use of curriculum based materials, high frequency of response opportunities, peer encouragement, activities for home carryover and visual and verbal models and cues, and consultation with classroom teacher.

B. RELATED SERVICES:

Transportation: No Special Transportation Needed

List the services that the student needs in order to benefit from or access his/her program:

Service	*Location*	*Projected* Beginning Date*	*Frequency*	*Anticipated* Duration*
Occupational Therapy	AIU Elementary		1xwk-30min/2%	

* If differs from IEP beginning and duration dates.

C. SUPPORTS FOR SCHOOL PERSONNEL:

Discussed but none needed at this time.

D. EXTENDED SCHOOL YEAR: *IEP Team has considered and discussed with a determination made for every student.*

Discussed but found not to be appropriate at this time.

E. IEP TEAM HAS CONSIDERED, IF APPROPRIATE, THE STUDENT'S NEEDS FOR:

1. **Adaptive Physical Education** Not Appropriate

2. **Enrichment and Advancement** Not Appropriate

VI. LEAST RESTRICTIVE ENVIRONMENT (LRE)

A. PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS:

__X__ Student will participate in State and District-wide assessments without accommodations.

OR

_____ Student will participate in State and District-wide assessments with the following accommodations:

List the accommodations to be given which are both:
1) identified in this IEP for instructional purposes and
2) allowable for the test to be administered

PSSA Reading
(administered in
grades 5, 8, and 11)

PSSA Math
(administered in
grades 5, 8, and 11)

PSSA Writing
(administered in
grades 6, 9)

District-wide

* For Pennsylvania System of School Assessment (PSSA) see the Coordinators Handbook for allowable accommodations.

OR

_____ Student will not participate in State and District-wide assessment because:

Educational progress of the student will be assessed through the following alternate method(s):

B. EXPLANATION OF THE EXTENT, IF ANY, THE STUDENT WILL NOT PARTICIPATE WITH CHILDREN WITHOUT DISABILITIES IN THE REGULAR CLASS, OR IN THE GENERAL EDUCATION CURRICULUM:

C. PLACEMENT:

1. **Appropriate Group:** Speech and Language Support

2. **Level of Intervention:** Supplemental Intervention / Itinerant Services

% Regular Ed. 94 , **% Special Ed.** 4% (Speech/Language) and 2% Occupational Therapy)

3. **Location of Intervention:** Regular school that student would attend if not exceptional

VII. DATES

A. PROJECTED DATE WHEN SERVICES AND PROGRAMS WILL BEGIN: 4 / 25 / 1999
Month Day Year

B. ANTICIPATED DURATION OF SERVICES AND PROGRAMS: 4 / 21 / 2000
Month Day Year

C. IEP REVIEW/REVISION DATE(S):

(Document the dates of any reviews/revisions of this IEP)

____/____/____	____/____/____	____/____/____
Month Day Year	Month Day Year	Month Day Year
____/____/____	____/____/____	____/____/____
Month Day Year	Month Day Year	Month Day Year

VIII. PROGRESS REPORTING:

A. HOW SCHOOL WILL REPORT PROGRESS TOWARDS THE ANNUAL GOALS:

A progress report outlining progress on the IEP benchmarks will be issued for each report card period.

B. HOW FREQUENTLY THE SCHOOL WILL REPORT PROGRESS TOWARDS THE ANNUAL GOALS:

Speech and Language progress reports will follow the district report card schedule.

IX. EXIT CRITERIA:

These are the criteria which will be used to determine when a student is no longer in need of special education services.

DECISION POINTS:

__X__ No longer requires specially designed instruction

_____ No longer of school age

_____ Met designated requirements as specified in graduation plan

_____ Other (specify)

/afg

APPENDIX D

Speech or Language Impairment Only IEP Form

Louisiana Department of Education

INDIVIDUALIZED EDUCATION PROGRAM
LOUISIANA DEPARTMENT OF EDUCATION

SPEECH OR LANGUAGE IMPAIRMENT ONLY IEP FORM

CONFIDENTIAL DOCUMENT
Revised 1999

System_____ Student Name_____ Meeting Date(s)_____ DOB_____ Grade_____ ID#_____

***This form is used ONLY when the IEP Committee decides that the speech impaired student has no other needs or concerns and the Instructional Page has been completed.**

INDIVIDUAL EVALUATION DATE _____ **HOMEBASED SCHOOL** _____ **OTHER SCHOOL** _____ **TYPE IEP** ☐ Interim ☐ Initial ☐ Review ☐ Declassified

PRIMARY EXCEPTIONALITY ☐ Speech or Language Impairment ☐ Noncategorical Preschool **DIAGNOSED IMPAIRMENT** ☐ Articulation ☐ Language ☐ Fluency ☐ Voice

IEP PARTICIPANTS:

Speech/Language Pathologist _____ Eval Rep. _____ **Official Designee of System _____

Regular Education Teacher _____ Parent(s)* _____ Student _____

Other(s) _____ _____ _____

* See block for parent decisions **Must be in attendance

GENERAL STUDENT INFORMATION: Include strengths, support needs, parental concerns, evaluation results, statewide assessment results, progress in general education curriculum, and consideration of special factors, including transition program needs. _____

Go to Instructional Plan Form

REEVALUATION COMMENTS

COMMENTS

LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM (Check)

CRT/NRT _____

PLACEMENT/SERVICE DETERMINATION/SERVICE MODEL

☐ Regular class with speech/language therapy only
☐ **Preschool setting:** speech/language therapy only
Explain Placement Choice/LRE: **THIS STUDENT NEEDS SPEECH/LANGUAGE THERAPY SERVICES ONLY.**

EXTENDED SCHOOL YEAR PROGRAM (ESYP)

Check the ESYP screening date and all applicable criteria

School Year 1999-00 ___ April 28, 2000 ☐ Regression/Recoupment ☐ Late Entry
School Year 2000-01 ___ April 20, 2001 ☐ Excessive Absences ☐ Transition
School Year 2000-02 ___ April 5, 2002 ☐ Self-Injurious Behavior ☐ Employment
School Year 2002-03 ___ April 25, 2003 ☐ Critical Point of Instruction

The LEA assures that the program and services described in the IEP will be provided. The schedule for determining progress toward achievement of short term objectives/benchmarks will be every ____ weeks. Achievement will be documented through the use of Progress Reports.

DATE OFFICIALLY DESIGNATED REPRESENTATIVE OF LOCAL EDUCATION AGENCY SIGNATURE

STUDENT'S TOTAL INSTRUCTIONAL DAY (Minutes _____)

	Date to Begin	Duration	Individual/ Group	Location/Minutes per day/Sessions per week		
Direct Services				Regular	Community	Special
Spch/Lang Therapy			I G	/	/	/

Total Number of Minutes in Special Setting per Week _____

PARENT/STUDENT DECISIONS***

☐ I have received a copy of the "Educational Rights of Exceptional Children," the SDE brochure on "Least Restrictive Environment," "Extended School Year Fact Sheet," and was given an opportunity for an oral explanation. I have received a copy of my (child's) evaluation and documentation of determination of eligibility.

☐ After discussing my (child's) special education needs, I approve this proposed IEP/ Placement.

***BEGINNING AT LEAST ONE YEAR BEFORE REACHING THE AGE OF MAJORITY, THE STUDENT MUST BE INFORMED OF HIS OR HER RIGHTS UNDER PART B OF THE ACT THAT WILL TRANSFER TO THE STUDENT ON REACHING THE AGE OF MAJORITY.

DATE PARENT/GUARDIAN/SURROGATE PARENT/COMPETENT MAJOR/STUDENT SIGNATURE

SITE DETERMINATION Site: _____

NOTE: The school system may choose to complete this section at this time. If the following assurances cannot be provided at this time, the Site Determination Form assuring site selected is in accordance with least restrictive environment rules must be forwarded to the parent within (10) calendar days.

1. This is the school the student would attend if not exceptional.
2. This school and class are chronologically age appropriate for the student.
3. The school selected is accessible to the student for all school activities.
4. The classroom is comparable to and integrated with regular classes.

Signature of Officially Designated Representative of School System_____ DATE _____

Supports Needed for School Personnel (describe)

Copies must be provided to the Teacher(s), Parent, and Central Office.

BEST COPY AVAILABLE

INDIVIDUALIZED EDUCATION PROGRAM System_____ Student Name_____ **CONFIDENTIAL DOCUMENT**

LOUISIANA DEPARTMENT OF EDUCATION

Instructional Plan Meeting Date(s)_____ DOB_____ ID#_____ Page_____of_____ **Revised 1998**

EDUCATIONAL NEED AREA_____

SPECIFIC CURRENT PERFORMANCE_____

ANNUAL GOAL_____

Method of Measurement_____

Date Achieved_____

MEASURABLE SHORT-TERM OBJECTIVES or BENCHMARKS (Number each objective or benchmark. For the Regression-Recoupment Criterion, circle the number of each objective targeted. Place a "T" by transition related objectives or benchmarks.)

	THE STUDENT WILL	Date Achieved

PERSONNEL RESPONSIBLE FOR IMPLEMENTING GOAL (Check by position)

☐ Special Education Teacher ☐ Parent ☐ Speech/Language Pathologist

☐ Regular Education Teacher ☐ Student ☐ Adapted Physical Educator

☐ Other Related Service Providers(List)_____

☐ Other (List)_____

EDUCATIONAL NEED AREA_____

SPECIFIC CURRENT PERFORMANCE_____

ANNUAL GOAL_____

Method of Measurement_____

Date Achieved_____

MEASURABLE SHORT-TERM OBJECTIVES or BENCHMARKS (Number each objective or benchmark. For the Regression-Recoupment Criterion, circle the number of each objective targeted. Place a "T" by transition related objectives or benchmarks.)

	THE STUDENT WILL	Date Achieved

PERSONNEL RESPONSIBLE FOR IMPLEMENTING GOAL (Check by position)

☐ Special Education Teacher ☐ Parent ☐ Speech/Language Pathologist

☐ Regular Education Teacher ☐ Student ☐ Adapted Physical Educator

☐ Other Related Service Providers(List)_____ ☐ Other (List)_____

Copies must be provided to Teacher(s), Parent and Central Office.

BEST COPY AVAILABLE

APPENDIX E

Standards-Based Annual Goals and Short-Term Objectives

Rochester City School District, Rochester, New York

STANDARDS-BASED ANNUAL GOALS AND SHORT-TERM OBJECTIVES
Rochester City School District
Rochester, New York

In any state where a standards-based curriculum movement has occurred, standards and benchmarks have already been set for students which define what the student will accomplish. These statements can be used in their original form in many cases or may be modified to produce annual goals and short-term objectives for the IEP. Furthermore, within some school districts, grade level benchmarks exist which also lend themselves well to educationally relevant IEP goals.

The standards and benchmarks which exist in many public schools today make it easier to provide curriculum-based, authentic assessment measures and plans. The therapeutic connections are quite straight-forward. The following samples of annual goals and short-term objectives are based upon excerpts from the New York State Learning Standards. Also included below are classroom activities that may provide evidence of successful application of the objectives.

NYS Learning Standards for English Language Arts

Standard: Students will read, write, listen, and speak for information and understanding.

Annual Goal: The student will listen and read to acquire information and understanding by collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Objectives:
1) The student will distinguish between relevant and irrelevant information with 90% accuracy.
2) The student will distinguish between fact and opinion with 90% accuracy
3) The student will relate new information to prior knowledge and experience with 90% accuracy.
4) The student will sequence relevant details with 90% accuracy.

Classroom application:
The student performance is evident in the classroom, for example, when students:
* produce a summary of the information about a famous person found in a biography, encyclopedia, and textbook
* use facts and data from news articles and television reports in an oral report on a current event
* take notes that record the main ideas and most significant supporting details of a lecture or speech.

Standard: Students will read, write, listen, and speak for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Annual Goal: The student will listen and read to analyze and evaluate experiences, ideas, information, and issues using evaluative criteria from a variety of perspectives.

Objective:
1) The student will read and state opinions about a variety of literary and informational texts and presentations, with proper form and sufficient support 90% of the time.

Classroom applications:
The student performance is evident in the classroom, for example, when students:
* participate in a book talk in class and express an opinion of the book with specific reference to the text and to some criteria for a good book
* read several versions of a familiar fairy tale and recognize the differences in the versions
* point out examples of false advertising in television ads for toys
* identify the facts and opinions in a feature article in a children's magazine.

Standard: Students will read, write, listen, and speak for social interaction.
Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Annual Goal: The student will communicate orally in formal and informal settings with people of different ages, genders, and cultures, and adapt presentations to different audiences and situations.

Objectives:
1) The student will listen attentively and recognize when it is appropriate for them to speak as targeted 9 of 10 times.
2) The student will take turns speaking and respond to others' ideas in conversations on familiar topics without interruption 90% of time.
3) The student will recognize the kind of interaction appropriate for different circumstances such as story hour, group discussions, and one-on-one conversations and respond appropriately in 9 of 10 contexts.

Classroom applications:
The student performance is evident in the classroom, for example, when students:
* take part in "show and tell" sessions
* participate in group discussions during "circle time"
* bring messages to the principal's office or to another teacher.

APPENDIX F

Curriculum-Based Communication Skills K-12

Hamilton County Educational Service Center, Cincinnati, Ohio

HAMILTON COUNTY EDUCATIONAL SERVICE CENTER
CURRICULUM BASED COMMUNICATION SKILLS
Checklist for Kindergarten

Student's Name _____ Teacher _____

In order to help make the speech/language goals more curriculum oriented, please check (✓) the appropriate column to indicate where the student is functioning.

	EMERGING 5-50%	INCONSISTENT 50 – 90%	MASTERED 90+%
I. LISTENING/AUDITORY PROCESSING/RECEPTIVE LANGUAGE			
A. The student can hear and identify familiar sounds			
B. The student can hear and identify rhythmic patterns			
C. The student can hear and identify rhyming sounds			
D. The student can identify initial consonants			
E. The student can listen and appropriately respond to nursery rhymes			
F. The student can listen and appropriately respond to fairy tales			
G. The student can listen to poetry			
H. The student can discriminate between sounds effectively			
I. The student can recall what is heard			
J. The student can follow 1-2 oral instructions			
a. in individual direction			
b. in group direction			
K. The student can listen for specific purposes			
L. The student can be a good listener during group discussions			
M. The student can retain information heard			
N. The student can ignore auditory distractions			
II. EXPRESSIVE LANGUAGE			
A. The student can use appropriate grammar and pronunciation with ease through			
1. use of nouns			
a. common			
b. proper			
c. singular			
d. plural			
2. use of action words and appropriate verb tenses, except irregular past			
3. use of pronouns			
a. subject (he, she, it, they)			
b. object (him, her, them)			
c. possessive (his, hers, theirs)			
4. use of auxiliary words (e.g. "is, are")			
a. the student can express ideas clearly			
b. the student can retell directions, events and pictured sequences of four			
c. the student can give oral presentations (i.e. "show and tell")			
d. the student can recite from memory			
e. the student can respond to questions and discussions			

Developed by the Hamilton County Educational Service Center
March, 2000

	EMERGING 5-50%	INCONSISTENT 50 – 90%	MASTERED 90+%
f. the student can speak clearly and audibly in complete sentences			
g. the student can produce appropriate articulation, except for R, S, Z, CH, J, and T			
h. the student can speak with appropriate rate, pitch, volume, quality and fluency			
i. the student can speak with appropriate rate, pitch, volume, quality and fluency			
III. SEMANTIC/CONCEPTS			
A. The student understands and uses basic concepts of			
1. quantity			
2. space			
3. time			
4. miscellaneous (e.g. "same-different")			
B. The student can sequence left to right			
C. The student can recognize and name colors			
D. The student can use age appropriate vocabulary			
E. The student can classify vocabulary relevant to grade level			
F. The student can associate words with objects and activities			
G. The student can identify simple cause and effect relationships			
H. The student can distinguish between "pretend" and "real"			
I. The student can identify basic emotions (e.g. happy, sad, angry)			
J. The student can predict outcomes			
K. The student can draw inferences/solve simple riddles			
IV. PRAGMATICS			
A. The student stays on topic giving relevant information			
B. The student takes conversational turns			
C. The students begins and terminates conversation appropriately			
D. The student can demonstrate the ability to make choices			
E. The student can accept decisions made by others and themselves			
F. The student can complete tasks independently or in groups			
V. WRITTEN LANGUAGE			
A. The student can recognize capital and lower case manuscript letters			
B. The student can match capital and lower case manuscript letters			
C. The student can recognize his own name			
D. The student can participate in language experience stories			
E. The student can use correct paper, pencil and proper body position			
G. The student can copy and form pre-writing strokes			
F. The student can write numerals, capitals, and lower case letters in manuscript			

HAMILTON COUNTY EDUCATIONAL SERVICE CENTER
CURRICULUM BASED COMMUNICATION SKILLS
Checklist for First Grade

Student's Name _____ Teacher _____

In order to help make the speech/language goals more curriculum oriented, please check (✓) the appropriate column to indicate where the student is functioning.

	EMERGING 5-50%	INCONSISTENT 50 – 90%	MASTERED 90+%
I. LISTENING/AUDITORY PROCESSING/RECEPTIVE LANGUAGE			
A. The student can follow up to 3 oral instructions			
1. in individual direction			
2. in group direction			
B. The student can follow group instruction			
C. The student can follow written instruction			
D. The student can identify main ideas, details and characters of a story			
E. The student can identify 3-4 details of a story			
F. The student can draw conclusions from facts give in a story			
G. The student can identify character's motives and feelings			
H. The student can sequence four events			
I. The student can ignore auditory distractions			
J. The student can identify initial/final consonants			
K. The student can identify vowel sounds			
L. The student can discriminate between sounds effectively			
II. EXPRESSIVE LANGUAGE			
A. The student can identify groups of words as sentences			
B. The student can identify asking vs. telling sentences			
C. The student can identify nouns			
1. common			
2. proper			
3. singular			
4. plural			
D. The student can identify verbs and action words			
E. The student can identify adjectives			
F. The student can produce complete sentences			
G. The student can produce appropriate grammar			
H. The student can participate in group discussions			
I. The student can comprehend and respond to wh questions			
J. The student can speak with appropriate rate, volume, pitch, quality and fluency			
III. SEMANTICS/CONCEPTS			
A. The student can associate text with pictures			
B. The student can recognize sensory images			
C. The student can recognize emotional attitudes			
D. The student can differentiate true and false statements			

Developed by the Hamilton County Educational Service Center
March, 2000

	EMERGING 5-50%	INCONSISTENT 50 – 90%	MASTERED 90+%
E. The student can predict outcomes			
F. The student can make inferences/solve simple riddles			
G. The student can use context clues			
H. The student can recognize antonyms			
I. The student can use age appropriate vocabulary			
J. The student understands and uses basic concepts of space			
IV. PRAGMATICS			
A. The student stays on topic giving relevant information			
B. The student takes conversational turns			
C. The student begins and terminates conversation appropriately			
V. WRITTEN LANGUAGE			
A. The student can capitalize the first word of a sentence			
B. The student can punctuate sentences using periods and ?			
C. The student can compose			
1. one sentence			
2. multiple related sentences			
3. a variety of formats			
a. journals			
b. riddles			
c. seasonal books			
d. content book			
e. messages			
f. current events			
g. personal experience			
4. The student can sequence 3-4 sentences			

HAMILTON COUNTY EDUCATIONAL SERVICE CENTER
CURRICULUM BASED COMMUNICATION SKILLS
Checklist for Second Grade

Student's Name _____ Teacher _____

In order to help make the speech/language goals more curriculum oriented, please check (✓) the appropriate column to indicate where the student is functioning.

	EMERGING 5-50%	INCONSISTENT 50 – 90%	MASTERED 90+%
I. LISTENING/AUDITORY PROCESSING/RECEPTIVE LANGUAGE			
A. The student can identify the topic of a story			
B. The student can identify the main idea of a story			
C. The student can answer questions about the content, setting and characters of a story (i.e., "wh" questions)			
D. The student can follow three directions			
1. in individual directions			
2. in group directions			
E. The student can ignore auditory distractions			
II. EXPRESSIVE LANGUAGE			
A. The student can respond with grammatically correct sentences			
B. The student can participate in group discussions			
C. The student can give descriptions with appropriate detail			
D The student can compare and contrast			
E. The student can recall and discuss personal experiences			
G. The student can identify nouns			
1. common			
2. proper			
3. singular			
4. plural			
H. The student can identify verbs and action words			
I. The student can identify objectives			
J. The student can respond with appropriate articulation, except R, S, and Z			
K. The student can speak with appropriate rate, volume, pitch, quality and fluency			
III. SEMANTICS/CONCEPTS			
A. The student can interpret basic figurative language (e.g. "raining cats and dogs")			
B. The student can relate to cause and effect			
C. The student can recognize synonyms			
D. The student can recognize antonyms			
E. The student can recognize homonyms (e.g. "see – sea")			
F. The student can distinguish multiple meanings of words			
G. The student can use age appropriate vocabulary			
H. The student can follow basic concepts including space and time			
IV. PRAGMATICS			
A. The student stays on topic giving relevant information			
B. The student takes conversational turns			
C. The student begins and terminates conversation appropriately			

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March, 2000

	EMERGING 5-50%	INCONSISTENT 50 – 90%	MASTERED 90+%
V. WRITTEN LANGUAGE			
A. The student can identify groups of words as sentences			
B. The student can differentiate between sentences and questions			
C. The student can write sentences with correct noun-verb agreement			
D. The student can use correct capitalization for			
1. the first word in sentence			
2. the pronoun "I"			
3. names of people			
4. days, months, cities			
E. The student can punctuate using			
1. exclamation points			
2. commas when writing date			
3. periods in abbreviations of months and days of week			
F. The student can write			
1. 2-3 complete sentences about a topic			
2. a sentence with descriptive words			
3. time ordered story using first, next and last			

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March, 2000

HAMILTON COUNTY EDUCATIONAL SERVICE CENTER
CURRICULUM BASED COMMUNICATION SKILLS
Checklist for Third Grade

Student's Name _____ Teacher _____

In order to help make the speech/language goals more curriculum oriented, please check (✓) the appropriate column to indicate where the student is functioning.

	EMERGING 5-50%	INCONSISTENT 50 – 90%	MASTERED 90+%
I. LISTENING/AUDITORY PROCESSING/RECEPTIVE LANGUAGE			
A. The student can follow 3 directions			
1. in individual direction			
2. in group direction			
B. The student can comprehend and answer "wh" questions appropriately			
C. The student can identify key elements of who, what, when, and where			
1. from auditorially presented materials			
2. from written material			
D. The student can identify the main idea			
E. The student can differentiate between relevant and irrelevant information			
F. The student can discriminate likenesses and differences of sounds in words			
G. The student can ignore auditory distractions			
II. EXPRESSIVE LANGUAGE			
A. The student can identify			
1. common			
2. proper			
3. singular			
4. plural			
B. The student can identify verbs and action words			
1. present tense			
2. past tense			
C. The student can identify pronouns (personal)			
D. The student can identify possessives			
E. The student can identify adjectives			
F. The student can produce appropriate verb tense usage			
G. The student can use the articles "an" and "a" correctly"			
H. The student can produce contractions			
I. The student can speak with appropriate articulation			
J. The student can speak with appropriate rate, volume, pitch, quality and fluency			
IV. SEMANTICS/CONCEPTS			
A. The student can identify groups of words as sentences			
B. The student can use correct capitalization for			
1. first word in sentence			
2. proper nouns			
a. names			
b. days, months, cities			
c. abbreviations			

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March, 2000

	EMERGING 5-50%	INCONSISTENT 50 – 90%	MASTERED 90+%
V. WRITTEN LANGUAGE			
3. important words in a title			
4. first words in greetings/closings			
C. The student can correctly use commons when			
1. writing date			
2. separating city and state			
3. using contractions			
D. The student can correctly use periods/question marks			
1. at the end of a statement			
2. in abbreviations			
3. to punctuate telling and asking sentences			
E. The student can write appropriately by			
1. combining 2 simple sentences			
2. completing sentences which reflect content of composition			
3. establishing audience and purpose			
4. brainstorming or webbing story events			
5. writing 3-4 sentences about topic			
6. identifying writing forms			
a. fairy tale (fact/fiction)			
b. poetry (rhyme)			
c. play			
7. writing different forms			
a. a book report which includes			
1. title			
2. author			
3. 3 sentences			
b. personal stories			
c. poetry			
d. a research report			
e. directions/descriptions			
f. a friendly letter			
g. stories			
h. invitations			
i. a thank you letter			
j. a time order story (first, next, last)			
F. The student can proof and edit his work by			
1. rewriting by adding, deleting and combining			
2. editing for spelling using a dictionary			
3. writing a final copy incorporating style, content, and proofreading changes			
4. editing for			
a. spelling			
b. all words present and endings			
c. punctuation			
d. does it make sense			
5. editing independently			
6. editing after reads again			
7. editing after teacher reads aloud			
8. editing after teacher cues into area where problem exists			

HAMILTON COUNTY EDUCATIONAL SERVICE CENTER
CURRICULUM BASED COMMUNICATION SKILLS
Checklist for Fourth, Fifth and Sixth Grades

Student's Name _____ Teacher _____

In order to help make the speech/language goals more curriculum oriented, please check (✓) the appropriate column to indicate where the student is functioning.

	EMERGING 5-50%	INCONSISTENT 50 – 90%	MASTERED 90+%
I. LISTENING/AUDITORY PROCESSING/RECEPTIVE LANGUAGE			
A. The student can listen to and follow directions and assignments			
B. The student can listen to, take notes, and ask questions			
C. The student can listen to and answer specific literal questions			
D. The student can listen to and answer specific inferential questions			
E. The student can listen to, recall main ideas and supporting details from orally presented stories and information			
F. The student can listen to, interpret and evaluate information			
G. The student can listen to, distinguish between fact and opinion in an oral message			
H. The student can listen to and relate to cause and effect			
I. The student can recall significant events in appropriate time perspective			
J. The student can use strategies to enhance memory			
II. EXPRESSIVE LANGUAGE			
A. The student can identify nouns			
1. proper/common			
2. irregular plurals			
B. The student can identify verbs and appropriate usage for			
1. present tense			
2. irregular past tense			
3. future tense			
4. passives			
C. The student can identify pronouns			
1. reflexive (himself, ourselves)			
2. demonstrative (this, that)			
D. The student can use coordinating conjunctions (and, but, or)			
E. The student can identify possessives			
F. The student can identify adjectives and adverbs			
1. comparative			
2. superlative			
G. The student can identify contractions			
H. The student can use "an" vs. "a" correctly			
I. The student can use correct noun-verb agreement in sentences			
J. The student can describe objects, ideas, concepts, with at least three features			
K. The student can give concise and accurate directions or information			
L. The student can retell event of a story in sequence			

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March, 2000

	EMERGING 5-50%	INCONSISTENT 50 – 90%	MASTERED 90+%
M. The student can ask questions or clarify or gain additional information			
N. The student can relate story or event concisely with appropriate sequence and detail			
III. SEMANTICS/CONCEPTS			
A. The student can use and unde4rstand age appropriate			
1. vocabulary			
2. antonyms			
3. synonyms			
4. multiple meaning words			
5. homonyms			
6. heteronyms			
7. idioms and figurative language			
8. analogous relationships			
9. passive sentences			
10. implied meanings			
11. cause and effect			
12. drawing of conclusions			
13. prediction of outcomes			
14. classification of curriculum concepts			
15. comparing and contrasting			
16 responds to direct and indirect questions appropriately			
B. The student can speak with appropriate articulation			
C. The student can speak with appropriate rate, pitch, quality volume and fluency			
IV. PRAGMATICS			
A. The student can contribute and stay on topic during group discussion			
B. The student gives relevant information			
C. The student takes conversational turns			
D. The student begins and terminates conversation appropriately			
E. The student can recognize when intended audiences does or does not understand the message			
F. The student can use language to			
1. give or get information			
2. influence other people			
3. accomplish goals or tasks			
4. express feelings and opinions			
5. form relationships with others			
G. The student can participate in a group problem solving task and accepts the outcome			
V. WRITTEN LANGUAGE			
A. The student can use correct capitalization for			
1. the first word in sentences			
2. proper nouns			
3. important words in title			
4. first words in greetings or closings			

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March, 2000

	EMERGING 5-50%	INCONSISTENT 50 – 90%	MASTERED 90+%
V. WRITTEN LANGUAGE			
B. The student can correctly use commas when			
1. writing date			
2. separating city and state			
3. using contractions			
4. using direct quotations			
C. The student can correctly use periods/question marks/ exclamation points			
1. at the end of a statement			
2. in abbreviations			
3. to punctuate sentences appropriately			
D. The student can correctly use quotation marks for direct quotes			
E. The student can write appropriately by			
1. combining two simple sentences to make compound and/or complex sentences			
2. establishing audience and purpose			
3. using pre-writing experiences such as brainstorming, webbing, etc.			
4. writing 2-3 paragraphs about topics			
5. writing different forms:			
a. a book report which includes			
1. title			
2. author			
3. one plus paragraphs			
b. personal stories			
c. a research report			
d. directions/descriptions			
F. The student can proof/edit his skills by			
1. rewriting by adding, deleting, and combining sentences			
2. editing for spelling using a dictionary			
3. writing a final copy incorporating style, content, proofreading changes			
4. using a thesaurus			
5. using an outline			
6. using a standard bibliography form			

Developed by the Hamilton County Educational Service Center
March, 2000

HAMILTON COUNTY EDUCATIONAL SERVICE CENTER
CURRICULUM BASED COMMUNICATION SKILLS
Checklist for Seventh and Eighth Grades

Student's Name _____ Teacher _____

In order to help make the speech/language goals more curriculum oriented, please check (✓) the appropriate column to indicate where the student is functioning.

	EMERGING 5-50%	INCONSISTENT 50 – 90%	MASTERED 90+%
I. LISTENING/AUDITORY PROCESSING/RECEPTIVE LANGUAGE			
A. The student can demonstrate reading comprehension skills of			
1. recalling details			
2. sequencing			
3. classifying information			
4. locating specific information			
5. identifying topic			
6. identifying the main idea			
7. predicting outcomes			
8. making inferences			
9. drawing conclusions			
10. interpreting figurative language			
11. relating cause to effect			
12. distinguishing fact from opinion			
13. comparing and contrasting			
14. analyzing characters			
B. The student can demonstrate literacy skills of			
1. reading and identifying various forms of literature			
2. recognizing methods of characterizations			
3. recognizing significance of setting			
4. determining narrative point of view			
5. recognizing flashback and foreshadowing			
6. stating the theme			
C. The student can demonstrate appropriate study skills such as			
1. showing good organizational skills and preparation for class			
2. understanding textbook organization			
3. showing ability to outline chapter			
4. taking appropriate notes in class			
5. showing ability to self question and predict information			
6. having good test taking skills			
7. following written and oral instructions			
II. EXPRESSIVE LANGUAGE			
A. The student uses appropriate grammar			
B. The student uses correct articulation			
C. Student speaks using appropriate rate, volume, pitch, quality and fluency			
D. The student contributes to class/group discussion by			
1. volunteering information			
2. answering when called upon			
3. asking for help when needed			
E. The student gives individual oral presentations clearly			

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March, 2000

	EMERGING 5-50%	INCONSISTENT 50 – 90%	MASTERED 90+%
III. SEMANTICS/CONCEPTS			
A. The student uses contextual cues with new vocabulary			
B. The student recognizes and uses antonyms, synonyms, homonyms and multiple meaning words			
C. The student understands and uses vocabulary related to their curriculum			
IV. PRAGMATICS			
A. The student stays on topic giving relevant information			
B. The student takes conversational turns			
C. The student begins and terminates conversation appropriately			
D. The student interacts appropriately with peers and adults			
V. WRITTEN LANGUAGE			
A. The student uses appropriate capitalization			
B. The students uses correct punctuation			
C. The student recognizes structure			
1. parts of speech in simple sentences			
2. part of speech in compound/complex sentences			
D. The student can write or compose appropriately by			
1. choosing a topic			
2. gathering and organizing topic information and/or ideas			
3. writing compound sentences			
4. writing complex sentences			
5. writing topic sentences			
6. developing support logically			
7 using various patterns of chronological order, organization classification, spatial, cause/effect and compare/contrast			
8. writing, revising and proofreading papers			
9. using a variety of written forms of written expression (narration, description, persuasion, poetry, journal)			

Developed by the Hamilton County Educational Service Center
March, 2000

HAMILTON COUNTY EDUCATIONAL SERVICE CENTER
CURRICULUM BASED COMMUNICATION SKILLS
Checklist for Seventh and Eighth Grades

Student's Name _____ Teacher _____

In order to help make the speech/language goals more curriculum oriented, please check (✓) the appropriate column to indicate where the student is functioning.

	EMERGING 5-50%	INCONSISTENT 50 – 90%	MASTERED 90+%
I. LISTENING/AUDITORY PROCESSING/RECEPTIVE LANGUAGE			
A. The student can demonstrate reading comprehension skills of			
1. recalling details			
2. sequencing			
3. classifying information			
4. locating specific information			
5. identifying topic			
6. identifying the main idea			
7. predicting outcomes			
8. making inferences			
9. drawing conclusions			
10. interpreting figurative language			
11. relating cause to effect			
12. distinguishing fact from opinion			
13. comparing and contrasting			
14. analyzing characters			
B. The student can demonstrate literacy skills of			
1. reading and identifying various forms of literature			
2. recognizing methods of characterizations			
3. recognizing significance of setting			
4. determining narrative point of view			
5. recognizing flashback and foreshadowing			
6. stating the theme			
C. The student can demonstrate appropriate study skills such as			
1. showing good organizational skills and preparation for class			
2. understanding textbook organization			
3. showing ability to outline chapter			
4. taking appropriate notes in class			
5. showing ability to self question and predict information			
6. having good test taking skills			
7. following written and oral instructions			
II. EXPRESSIVE LANGUAGE			
A. The student uses appropriate grammar			
B. The student uses correct articulation			
C. The student speaks using appropriate rate, volume, pitch, quality and fluency			
D. The student contributes to class/group discussion by			
1. volunteering information			
2. answering when called upon			
3. asking for help when needed			
E. The student gives individual oral presentations clearly			

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March, 2000

	EMERGING 5-50%	INCONSISTENT 50 – 90%	MASTERED 90+%
III. SEMANTICS/CONCEPTS			
A. The student uses contextual cues with new vocabulary			
B. The student recognizes and uses antonyms, synonyms, homonyms and multiple meaning words			
C. The student understands and uses vocabulary related to their curriculum			
IV. PRAGMATICS			
A. The student stays on topic giving relevant information			
B. The student takes conversational turns			
C. The student begins and terminates conversation appropriately			
D. The student interacts appropriately with peers and adults			
V. WRITTEN LANGUAGE			
A. The student uses appropriate capitalization			
B. The students uses correct punctuation			
C. The student recognizes structure			
1. parts of speech in simple sentences			
2. parts of speech in compound/complex sentences			
D. The student can write or compose appropriately by:			
1. choosing a topic			
2. gathering and organizing topic information and/or ideas			
3. writing compound sentences			
4. writing complex sentences			
5. writing topic sentences			
6. developing support logically			
7. Using various patterns of chronological order, organization Classification, spatial, cause/effect and compare/contrast			
8. writing, revising and proofreading papers			
9. using a variety of written forms of written expression (narration, description, persuasion, poetry, journal)			

Developed by the Hamilton County Educational Service Center
March, 2000

HAMILTON COUNTY EDUCATIONAL SERVICE CENTER
CURRICULUM BASED COMMUNICATION SKILLS
Checklist for Ninth – Twelfth Grades

Student's Name _____ Teacher _____

In order to help make the speech/language goals more curriculum oriented, please check (✓) the appropriate column to indicate where the student is functioning.

	EMERGING 5-50%	INCONSISTENT 50 – 90%	MASTERED 90+%
I. LISTENING/AUDITORY PROCESSING/RECEPTIVE LANGUAGE			
A. The student can demonstrate reading comprehension skills of			
1. recalling details			
2. sequencing			
3. classifying information			
4. locating specific information			
5. identifying topic			
6. identifying the main idea			
7. predicting outcomes			
8. making inferences			
9. drawing conclusions			
10. interpreting figurative language			
11. relating cause to effect			
12. distinguishing fact from opinion			
13. comparing and contrasting			
14. analyzing characters			
15. reacting to various writing styles			
16. recognizing analogous relationships			
B. The student can demonstrate literacy skills of			
1. reading and identifying various forms of literature			
2. recognizing plot in terms of conflict			
3. recognizing methods of characterizations			
4. recognizing significance of setting			
5. interpreting figures of speech (metaphor, simile, personification)			
6. determining narrative point of view			
7. recognizing flashback and foreshadowing			
8. determining the climax			
9. stating the theme			
10. identifying tone (humorous, satiric)			
11. identifying mood			
C. The student can demonstrate appropriate study skills such as			
1. showing good organizational skills and prepared for class			
2. understanding textbook organization			
3. showing ability to outline a chapter			
4. taking appropriate notes in class			
5. showing ability to self-question and predict information			
6. having good test taking skills			
7. following written and oral directions			

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March, 2000

	EMERGING 5-50%	INCONSISTENT 50 – 90%	MASTERED 90+%
II. EXPRESSIVE LANGUAGE			
A. The student uses appropriate grammar			
B. The student uses correct articulation			
C. The student speaks using appropriate rate, volume, pitch, quality and fluency			
D. The student contributes to class discussion			
1. volunteering information			
2. answering when called upon			
3. asking for help when needed			
E. The student gives individual oral presentations clearly			
III. SEMANTICS			
A. The student uses contextual cues with new vocabulary			
B. The students recognizes and uses antonyms, synonyms homonyms and multiple meaning words			
C. The student understands and uses vocabulary related to their curriculum			
1. parts of speech in simple sentences			
2. parts of speech in compound/complex sentences			
IV. PRAGMATICS			
A. The student stays on topic giving relevant information			
B. The student takes conversational turns			
C. The student begins and terminates conversations appropriately			
D. The student interacts appropriately with peers and adults			
V. WRITTEN LANGUAGE			
A. The students uses correct capitalization			
B. The student uses correct punctuation			
C. The student recognizes structure			
1. parts of speech in simple sentences			
2. part of speech in compound/complex sentences			
D. The student can write or compose appropriately by			
1. choosing appropriate topics			
2. gathering and organizing topic information and/or ideas			
3. writing compound sentences			
4. writing complex sentences			
5. writing compound-complex sentences			
6. writing topic sentences			
7. developing support logically			
8. using various patterns of organization (chronological order, classification, spatial, cause/effect and compare/contrast			
9. writing, revising and proofreading papers			
10. using a variety of written forms of written expression (narration, description, persuasion, poetry, journal)			

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March, 2000

APPENDIX G

Sample Individualized Education Program

Connecticut Department of Education

[Insert School District Name]

PLANNING AND PLACEMENT TEAM (PPT) MEETING SUMMARY

Meeting Date: _____

Student: _____ DOB: _____ Age: _____ Current Grade: _____ H.S. Credits: _____

Current School: _____ Gender: ☐ Female ☐ Male Disability: _____

School Next Year: (if different) _____ Ethnic: ☐ Am. Ind. or Alask. Nat. ☐ Asian or Pacif. Is. ☐ Black not Hisp. ☐ White not Hisp. ☐ Hispanic

ID#: _____ Case Manager: _____ Student Dominant Lang: ☐ English ☐ Other: (specify) _____

Parent/Guardian/Surrogate: _____ Home Phone: _____ Work Phone: _____

Address:* _____ Parent Dominant Lang: ☐ English ☐ Other: (specify) _____

Parent/Guardian: _____ Home Phone: _____ Work Phone: _____

Address: _____ Last Eval/Reeval. Date: _____ Next Reevaluation Date : _____

Reason for Meeting: ☐ Review Referral ☐ Review Eval/Reeval ☐ Determine Eligibility ☐ Develop IEP ☐ Determine Placement ☐ Manifestation Determination

(Check all that apply) ☐ Plan Eval/Reeval ☐ Review IEP/Program ☐ Transition Planning ☐ Modify IEP ☐ Conduct Annual Review ☐ Other: (specify) _____

Team Members Present

Admin/Designee: _____ School Psy: _____ PT: _____

Parent/Guardian: _____ SW: _____ Agency: _____

Parent/Guardian: _____ Speech/Lang: _____ Student: _____

Surrogate Parent: _____ Guidance: _____ Other: _____

Student's Reg. Ed. Teacher: _____ Nurse: _____ Other: _____

Spec. Educ. Teacher: _____ OT: _____ Other: _____

LIST OF PPT RECOMMENDATIONS: ☐ *Check here if Page 1-A follows*

The next projected PPT Meeting date is: _____ (unless required sooner)

*Address of student's primary residence

Student: _____ DOB: _____ [Insert School District Name] Meeting Date: _____

PPT MEETING SUMMARY

PLANNING AND PLACEMENT TEAM MEETING MINUTES (OPTIONAL)

(Note: If this page is used, you must check the box in the "List of PPT Recommendations" section on Page 1)

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_____

Name of Recorder

Student: _____ DOB: _____ [Insert School District Name] Meeting Date: _____

WRITTEN PRIOR NOTICE

1. **Action which is proposed by the PPT:** ☐ Conduct an Initial Evaluation ☐ Conduct a Reevaluation ☐ Implement IEP dated: _____
   ☐ Revise IEP dated: _____ ☐ Determine that student is not eligible for Sp. Ed. /Related Services ☐ Determine that student is eligible for Sp. Ed. /Related Services
   ☐ Placement: (specify) _____ ☐ Discontinue services: (specify) _____ ☐ Exit from Special Education
   ☐ Other: (specify) _____

   Action which is refused by the PPT: ☐ NA, no action(s) refused by the PPT ☐ Action(s) refused: (specify) _____

2. **Reasons why the PPT made this decision:** ☐ Evaluation results support action recommended ☐ Educational performance supports action recommended
   ☐ Previous IEP goals and objectives have been satisfactorily achieved ☐ Student has met Exit Criteria in IEP ☐ Other: (specify) _____

3. **Other options which the PPT considered and rejected in favor of the decision made:** ☐ Full-time placement in general education with supplementary aids and services
   ☐ No other options were considered and rejected ☐ Options considered and rejected: (specify) _____

4. **Reason(s) why the PPT rejected these other options (3 above):** ☐ NA, no other options were considered and rejected ☐ Options would not provide student with an appropriate program in the Least Restrictive Environment ☐ Other: (specify) _____

5. **Describe any Evaluation Procedures, Tests, Records or Reports the PPT used as a basis for its decision:** ☐ Report Card(s) ☐ Teacher Reports ☐ Review of Records
   ☐ Cognitive: (dated) _____ ☐ Classroom Observation: (dated) _____ ☐ Health/Med.: (dated) _____ ☐ Motor: (dated) _____
   ☐ Communication: (dated) _____ ☐ Achievement: (dated) _____ ☐ Social/Emotional/Behavioral: (dated) _____
   ☐ Developmental: (dated) _____ ☐ Adaptive: (dated) _____ ☐ Other: (specify) _____

6. **Describe any other factors that are relevant to the PPT's decision:** ☐ Information/concerns shared by parents ☐ Information/preferences shared by the student
   ☐ There are no other factors that are relevant to the PPT decision ☐ Other: (specify) _____

Parents please note: You have protections under the procedural safeguards of the Individuals with Disabilities Education Act (IDEA). A copy of Procedural Safeguards in Special Education which explains these protections [☐ **was made available at the meeting** ☐ **is enclosed with this document**] If you need assistance in understanding the provisions of IDEA, please contact your child's principal or the district's special education director.

BEST COPY AVAILABLE

Student: _____ DOB: _____ [Insert School District Name] Meeting Date: _____

INDIVIDUALIZED EDUCATION PROGRAM

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

Classroom Performance/Parent Reports/Assessment Results	Strengths	Concerns/Needs
1. **Health & Development** (Including Vision/Hearing): ☐ Typical ☐ Other: (specify)		
2. **Academic/Cognitive:**		
3. **Social/Emotional/Behavioral:** ☐ Age/grade appropriate ☐ Other: (specify)		
4. **Motor:** ☐ Age appropriate ☐ Other: (specify)		
5. **Communication:** ☐ Age appropriate ☐ Other: (specify)		
6. **Activities of Daily Living:** ☐ Age appropriate ☐ Other: (specify)		
7. **Vocational:** ☐ NA due to age ☐ Other: (specify)		

8. **Describe how the student's disability affects her/his involvement and progress in the general curriculum or participation in appropriate preschool activities:**

9. **Is the student eligible for special education services?** ☐ Yes ☐ No

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Student: _____ DOB: _____ [Insert School District Name] Meeting Date: _____

INDIVIDUALIZED EDUCATION PROGRAM

MEASURABLE ANNUAL GOAL AND SHORT TERM OBJECTIVES*

☐ Academic/Cognitive ☐ Social/Behavioral ☐ Communication ☐ Gross/Fine Motor ☐ Employment/Post Secondary Education**
☐ Self Help ☐ Community Partic.*** ☐ Independent Living*** ☐ Health ☐ Other: (specify) _____

Enter Dates For Evaluating and Reporting Progress in Boxes Below

1	2	3	4
5	6	7	8

☐ **Check here if the student is 13 or older.** (Note: Page 4-A, Transition Summary, must be completed if this box is checked)

Measurable Annual Goal*: #_____ _____ **Eval. Procedure**: _____

_____ **Perf. Criteria**: _____

_____ **(%, Trials, etc:)** _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Short Term Objectives/Benchmarks

Obj #_____ _____

_____ **Eval. Procedure**: _____

_____ **Perf. Criteria**: _____

_____ **(%, Trials, etc;)** _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Obj. #_____ _____

_____ **Eval. Procedure**: _____

_____ **Perf. Criteria**: _____

_____ **(%, Trials, etc:)** _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Obj #_____ _____

_____ **Eval. Procedure**: _____

_____ **Perf. Criteria**: _____

_____ **(%, Trials, etc:)** _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Evaluation Procedures		**Performance Criteria**	
1. Criterion-Referenced/Curriculum Based Assessment	7. Behavior/Performance Rating Scale	A. Percent of Change	F. Duration
2. Pre & Post Standardized Assessment	8. CMT/CAPT	B. Months Growth	G. Successful Completion of Task/Activity
3. Pre & Post Base Line Data	9. Work Samples, Job Performance or Products	C. Standard Score Increase	H. Mastery
4. Quizzes/Tests	10. Achievement of Objectives *(Note: use with goal only)*	D. Passing Grades/Score	I. Other: (specify) _____
5. Student Self-assessment/Rubric	11. Other: (specify) _____	E. Frequency/Trials	J. Other: (specify) _____
6. Project/Experiment/Portfolio	12. Other: (specify) _____		

Progress Reporting Key: *(indicating extent to which progress is sufficient to achieve goal by the end of the year)*
M = *Mastered* **S** = *Satisfactory Progress - Likely to achieve goal*
U = *Unsatisfactory Progress - Unlikely to achieve goal* **N** = *No Progress - Will not achieve goal* **NI** = *Not Introduced* **O** = *Other: (specify)*

* Related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum, and to meet each of the student's other educational needs that result from the student's disability.

** It is recommended that, at a minimum, a goal and related objectives be developed for the area of Employment/Post Secondary Education if transition services are addressed.

*** Note: If transition services are addressed, there must be a Justification Statement on the *Summary Sheet: Transition Planning*, Page 4-A, (Item 4a) if a goal and related objectives are not developed for this area.

BEST COPY AVAILABLE

Student: _____ DOB: _____ [Insert School District Name] Meeting Date: _____

INDIVIDUALIZED EDUCATION PROGRAM

TRANSITION PLANNING SUMMARY**

1. **Statement of Transition Service Needs for students age 14 and older:** (Must be completed at each Annual Review following a student's 13th birthday) _____ _____

_____

_____

2. **Student Preferences/Interests - document the following:** (Sections 2, 3 and 4 must be completed at each Annual Review following a student's 15th birthday)
   a) Was the student invited to attend her/his Planning and Placement Team meeting? ☐ Yes ☐ No
   b) Did the student attend? ☐ Yes ☐ No
   c) How were the student's Preferences/Interests, as they relate to planning for Transition Services, determined? ☐ Personal Interviews ☐ Informal/Formal Testing
   ☐ Vocational Assessments ☐ Comments at Meeting ☐ Other: (specify) _____
   d) Summarize student preferences/Interests as they relate to planning for Transition Services: _____ _____

_____

3. **Agency participation:**
   a) Were any outside agencies invited to attend the PPT meeting? ☐ Yes ☐ No (If no, specify reason) _____
   b) If yes, did the agency's representative attend? ☐ Yes ☐ No
   c) If a representative of an outside agency was invited but did not attend, what steps will be taken to inform the agency of the PPT's decisions and recommendations and to ensure the agency's continued participation: _____ Person Responsible: _____
   d) Has any participating agency agreed to provide or pay for services/linkages? ☐ No ☐ Yes (specify) _____

4. **Justification Statements for Transition Services not being addressed:**
   a) If an annual goal and related objectives were not developed for Independent Living or Community Participation, provide a justification statement. ☐ NA (Goals developed)
   (Note: It is recommended that Transition Planning include, at a minimum, a goal and related objectives in the area of Employment/Post Secondary Education.)
   ☐ An Independent Living Goal was not developed because: _____
   ☐ A Community Participation Goal was not developed because: _____
   b) If Activities/Training are <u>not</u> provided in both the <u>Community</u> and the <u>Classroom</u>, provide a justification statement: ☐ NA - Activities/Training are provided in <u>both</u> locations
   ☐ No Instruction/School Based Activities are provided because: _____
   ☐ No Community Based Activities/Experiences are provided because: ☐ All required transition services are being provided in school ☐ Other: (specify) _____

_____

5. **At least one year prior to reaching age 18, the student must be informed of her/his rights under IDEA, if any, which will transfer to her/him at age 18.**
   ☐ NA (Student will not be 17 within 1 Year) ☐ The student has been informed of her/his rights under IDEA which will transfer at age 18 ☐ No IDEA rights will transfer

Parents please note: Rights afforded to parents under the Individuals with Disabilities Education Act (IDEA) usually transfer to students at the age of majority (age 18).

***This page must be included at each annual review following a student's 13th birthday.*

Student: _____ DOB: _____ [Insert School District Name] Meeting Date: _____

INDIVIDUALIZED EDUCATION PROGRAM

SUMMARY: SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION

Special Education	Goal #	Hours/wk	Staff Responsible/Implementer	Start Date	End Date	Site	Instructional Site: (Indicate all that apply)
							1. Regular Classroom
							2. Resource Room
							3. Self-contained Classroom
Related Services							4. Related Service Office/Classroom
							5. Community-based
							6. Other: (specify)_____
							7. Other: (specify)_____
Regular Education							

Note: Each Item Below (# 1 to 15) Must Include a Response:

1. Assistive Technology: ☐ N/A ☐ Required (specify) _____ ☐ See #15
2. Applied (Voc.) Educ.: ☐ Regular ☐ Special (specify) _____ ☐ N/A
3. Physical Education: ☐ Regular ☐ Special (specify) _____ ☐ N/A
4. Transportation: ☐ Regular ☐ Special (specify) _____ ☐ N/A
5. Length of School Day: ☐ Standard ☐ Other: (specify) _____
6. Total Hours/Week: ☐ Standard ☐ Other: (specify) _____
7. Number of Days/Week: ☐ Standard ☐ Other: (specify) _____
8. Length of School Year: ☐ Standard ☐ Other: (specify) _____

9. Spec. Educ. Hours/Week: _____ + Related Service Hours /Week: _____ + Regular Education Hours/Week: _____ = Total Education Hours/Week: _____
10. Extended School Year Services: ☐ Not Required ☐ Required: See Page 1, "List of PPT Recommendations" for details of services to be provided ☐ Required: Continue to implement current IEP
11. Supports for personnel required to implement this IEP: ☐ No supports required ☐ See Page 8 ☐ Other: (specify) _____
12. For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and: ☐ NA ☐ A behavioral intervention plan has been developed ☐ IEP Goals and Objectives have been developed to address the behavior ☐ Other: (specify) _____
13. For students with limited English proficiency, the PPT has considered the language needs of the student as these needs relate to the student's IEP and recommended the following: ☐ NA ☐ Recommendation: (specify) _____
14. For Students who are Blind or Visually Impaired: ☐ NA ☐ Instruction in Braille or the use of Braille is being provided, as required ☐ The PPT has determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for this student.
15. For students who are Deaf or Hard of Hearing, the PPT has determined (after considering the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode, and considering whether the student requires assistive technology devices and services) that the following services are required: ☐ NA ☐ No services required ☐ Services/modifications required: (specify) _____

Student: _____ DOB: _____ [Insert School District Name] Meeting Date: _____

INDIVIDUALIZED EDUCATION PROGRAM

PLACEMENT SUMMARY

1. **Placement:**

☐ Public School In-District ☐ Separate Sp. Ed. School In-District ☐ Other Public School District ☐ RESC ☐ Private ☐ State Facility

☐ Quasi-Public School* ☐ Hospital ☐ Charter School ☐ Homebound ☐ Other: (specify _____

2. **If a residential placement, placement is:** ☐ NA (not a residential placement) ☐ For educational reasons ☐ For non-educational reasons

3. **Justification for removal from Regular Education:** ***(Note: The LRE Checklist should be used to ensure that procedures related to LRE decision-making are followed.)***

☐ Not applicable - implementation of the student's IEP, with supplementary aids and services, does not require removal from Regular Education.

☐ The student cannot receive an appropriate educational program in the regular classroom, even with the use of supplementary aids and services, whereas an appropriate program can be provided in the more restrictive setting being proposed by the PPT.

☐ The student's behavior in a regular classroom, even with the use of supplementary aids and services, is disruptive to such an extent that it interferes with the ability of the district to make a safe and orderly instructional environment available to students.

☐ The student will not receive any significant nonacademic benefit from interacting with nondisabled students.

☐ Other: _____

4. **Explanation of the extent, if any, to which the student <u>will not</u> participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities:** ☐ Student will participate fully ☐ Other: (specify) _____

5. **Hours per week the student <u>will spend</u> with nondisabled students:** _____ Hrs.

6. **Exit Criteria:** (Check One)

☐ Ability to succeed in Regular Education without Special Education support ☐ Graduation ☐ Age 21 ☐ Other: (specify) _____

7. **Student's projected graduation date is:** _____ (Applies only to students in grades eight through twelve) ☐ NA

8. **Procedures which will be utilized to ensure that the student's parents are regularly informed of the student's progress toward the annual goals in this IEP and the extent to which that progress is sufficient to enable the student to achieve these IEP Goals by the end of the year:** ☐ A report of progress toward the Measurable Annual Goals and Short Term Objectives included in this IEP will be sent to parents as often as the district reports progress to parents of students who do not have disabilities.

☐ Other: (Specify) _____

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* *Gilbert School, Norwich Free Academy, Woodstock Academy*

Student: _____ DOB: _____ [Insert School District Name] Meeting Date: _____

INDIVIDUALIZED EDUCATION PROGRAM

STATE AND DISTRICTWIDE ASSESSMENT OF STUDENT ACHIEVEMENT

☐ ***This page does not apply*** *– CMT/or CAPT testing or districtwide assessments are not scheduled for students of the same grade during the term of this IEP*

CMT/CAPT Accommodations:	1 = Braille or Large Print**	2 = Hearing Impaired Student Mod	3 = Word Processor**	4 = Time Extensions
	5 = Test Setting	6 = Readers **	7 = Scribe** [multiple choice and gridable only]	8 = Voice Recognition Software**

1. **Connecticut Mastery Test (CMT)**

☐ Participate in Standard Administration of the CMT

☐ Participate in Grade Level/Out of Level Test with the following Accommodations: (Circle all that apply) **Math:** 1 2 3 4 5 6 7 8

DRP: 1 2 4 5 7 **Reading Comprehension:** 1 2 3 4 5 7 8 **Writing:** 1 2 3 4 5 8 **Editing and Revising:** 1 2 4 5 7

☐ Will not participate in the following Grade Level Subtest(s):* _____ _____ _____ _____ _____

☐ Will participate in the following Out-of-Level Subtest(s):* _____ _____ _____ _____ _____

☐ Participate in the CMT/CAPT Developmental Checklist* only. (If this option is selected the student is not eligible to participate in any other CMT/CAPT testing options)

☐ Justification for any recommended exceptions to Standard Administration: (required)* _____ _____

_____

2. **Connecticut Academic Performance Test (CAPT)**

☐ Participate in Standard Administration of the CAPT

☐ Participate in Grade Level/Out-of-Level Test with the following Accommodations: (Circle all that apply) **Math:** 1 2 3 4 5 6 7 8 **Science:** 1 2 3 4 5 6 7 8

Reading for Information: 1 2 3 4 5 7 8 **Interdisciplinary Writing:** 1 2 3 4 5 8 **Editing and Revising:** 1 2 4 5 7 **Response to Literature:** 1 2 3 4 5 8

☐ Will not participate in the following Subtest(s):* _____ _____ _____ _____ _____ _____

☐ Will participate in the following Out-of-Level Subtest(s):* _____ _____ _____ _____ _____ _____

☐ Participate in the CMT/CAPT Developmental Checklist* only. (If this option is selected the student is not eligible to participate in any other CMT/CAPT testing options)

☐ Justification for any recommended exceptions to Standard Administration: (required) * _____

_____

3. **Districtwide Assessments** ☐ NA (districtwide assessments are not administered or are not scheduled to be administered during the term of this IEP)

☐ Participate in Standard Administration of: (specify assessment) _____

☐ Participate with the following Accommodations: (specify) _____

☐ Exempt: (Explain why the Standard Administration is not appropriate and how the student will be assessed) (required) _____

_____

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* *See Department of Education publication Assessment Guidelines for allowable accommodations and Alternate Assessment options, i.e., Out-of-Level Testing or CMT/CAPT Developmental Checklist.*

** *Bureau of Evaluation and Student Assessment must be notified of this Accommodation in advance using a CMT or CAPT Accommodations Form. Braille or large print materials must be obtained in advance.*

Student: _____ DOB: _____ [Insert School District Name] Meeting Date: _____

INDIVIDUALIZED EDUCATION PROGRAM

MODIFICATIONS/ADAPTATIONS IN REGULAR EDUCATION - INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES - AND COLLABORATION/SUPPORTS FOR SCHOOL PERSONNEL

Modifications/Adaptations in Regular Education - Including Nonacademic and Extracurricular Activities	Sites/Activities Where Required and Duration	Required Supports for Personnel and Frequency and Duration of Supports
Materials/Books/Equipment: ☐ Alternative Text ☐ Consumable Workbook ☐ Modified Worksheets ☐ Manipulatives ☐ Access to Computer ☐ Tape Recorder ☐ Supplementary Visuals ☐ Large Print Text ☐ Spell Check ☐ Calculator ☐ Assistive Technology (specify) _____ ☐ Other: (specify) _____		
Tests/Quizzes/Time: ☐ Prior Notice of Tests ☐ Preview Test Procedures ☐ Test Study Guide ☐ Simplify Test Wording ☐ Oral Testing ☐ Limited Multiple Choice ☐ Student Write on Test ☐ Shortened Tasks ☐ Hands-on Projects ☐ Reduced Reading ☐ Alternative Tests ☐ Objective Tests ☐ Extra Credit Options ☐ Extra Time–Written Work ☐ Extra Time–Tests ☐ Extra Time–Projects ☐ Extra Response Time ☐ Modified Tests ☐ Pace Long Term Projects ☐ Rephrase Test Questions/Directions ☐ Other: (specify) _____		
Grading: ☐ No Spelling Penalty ☐ No Handwriting Penalty ☐ Grade Effort + Work ☐ Grade Improvement ☐ Course Credit ☐ Base Grade on IEP ☐ Base Grade on Ability ☐ Modified Grades ☐ Pass/Fail ☐ Audit Course ☐ Other (specify) _____		
Organization: ☐ Provide Study Outlines ☐ Desktop List of Tasks ☐ List Sequential Steps ☐ Post Routines ☐ Post Assignments ☐ Give One Paper at a Time ☐ Folders to Hold Work ☐ Pencil Box for Tools ☐ Pocket Folder for Work ☐ Assignment Pad ☐ Daily Assignment List ☐ Daily Homework List ☐ Worksheet Formats ☐ Extra Space for Work ☐ Assign Partner ☐ Other (specify) _____		
Environment: ☐ Preferential Seating ☐ Clear Work Area ☐ Study Carrel ☐ Other: (specify) _____		
Behavior Management/Support: ☐ Daily Feedback to Student ☐ Chart Progress ☐ Behavior Contracts ☐ Parent/Guardian Sign Homework ☐ Positive Reinforcement ☐ Collect Baseline Data ☐ Set/Post Class Rules ☐ Parent/Guardian Sign Behavioral Chart ☐ Cue Expected Behavior ☐ Structure Transitions ☐ Break Between Tasks ☐ Time Out from Positive Reinforcement ☐ Proximity/Touch Control ☐ Contingency Plan ☐ Other (specify) _____		
Instructional Strategies: ☐ Check Work in Progress ☐ Immediate Feedback ☐ Pre-teach Content ☐ Have Student Restate Information ☐ Extra Drill/Practice ☐ Review Sessions ☐ Review Directions ☐ Provide Lecture Notes/Outline to Student ☐ Use Manipulatives ☐ Modified Content ☐ Assign Study Partner ☐ Computer Assisted Instruction ☐ Monitor Assignments ☐ Provide Models ☐ Repeat Instructions ☐ Support Auditory Presentations with Visuals ☐ Multi-Sensory Approach ☐ Highlight Key Words ☐ Oral Reminders ☐ Display Key Vocabulary ☐ Visual Reinforcement ☐ Pictures/Charts ☐ Visual Reminders ☐ Provide Student With Vocabulary Word Bank ☐ Mimed Clues/Gestures ☐ Concrete Examples ☐ Use Mnemonics ☐ Personalized Examples ☐ Number Line ☐ Other: (specify) _____		

Note: When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequency) and for how long (duration).
(e.g., "the speech/language pathologist will meet with the student's classroom teacher for 20 minutes each week, for the school year, to plan language activities which can be used in the classroom.")

Resources

American Speech-Language-Hearing Association (1999). Guidelines for the roles and responsibilities of the school-based speech-language pathologist. Rockville, MD: Author.

Coufal, K. (Ed.) (1993). Collaborative consultation: A problem-solving process. *Topics in Language Disorders*, 14.

Damico, J., Secord, W., & Wiig, E. (1992). Descriptive language assessment at school: Characteristics and design. *Best practices in school speech-language pathology, 2*, 1-8. San Antonio, TX: Psychological Corporation.

Dettmer, P., Thurston, L., & Dyck, N. (1999). *Consultation, collaboration, and teamwork for students with special needs* (3rd edition). Boston: Allyn & Bacon.

Eger, D. (in press). Education policy. In R. Lubinski & C. Frattali (Eds.), *Professional issues in speech-language pathology and audiology* (2nd edition). San Diego, CA: Singular Publishing Group.

Ehren, B. (in press). Maintaining a therapeutic focus and sharing responsibility for student success: Keys to in-classroom speech-language services. *Language, Speech, and Hearing Services in Schools, 31*, 3.

Moore-Brown, B., & Montgomery, J. (in press). *Text processing methods for public school racticum in communication disorder programs*. Washington, DC: Singular Press.

Nelson, N.W. (1998). *Childhood language disorders in context: Infancy through adolescence*. Boston: Allyn & Bacon.

Wallach G., & Butler, K. (1994). *Language learning disabilities in school-age children and adolescents: some principles and applications*. New York: Macmillan.

www.asha.org
American Speech-Language-Hearing Association

www.cecp.air.org/resources
Center for Effective Collaboration and Practice

www.ideapractices.org
ASPIIRE (Associations of Service Providers Implementing IDEA Reforms in Education) and ILIAD (IDEA Local Implementation by Local Administrators) Partnerships

www.nichcy.org/pubs
National Information Center for Children and Youth with Disabilities

www.PBIS.org
United States Department of Education, Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Support

IDEA Local Implementation By Local Administrators Partnership

ILIAD

1920 Association Drive
Reston, VA 20191
877.CEC.IDEA
www.ideapractices.org

Families and Advocates Partnership for Education

FAPE

4826 Chicago Avenue South
Minneapolis, MN 55417
888.248.0822
www.fape.org

The Policymaker Partnership

PMP

1800 Diagonal Road, Suite 320
Alexandria, VA 22314
877.IDEAINFO
www.ideapolicy.org

Associations of Service Providers Implementing IDEA Reforms in Education Partnership

ASPIIRE

1920 Association Drive
Reston, VA 20191
877.CEC.IDEA
www.ideapractices.org

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